DOCUMENT RESUME

ED 428 066 SP 038 352

TITLE Report on the Status of Implementation of Education That Is Multicultural in Maryland.
INSTITUTION Maryland State Board of Education, Baltimore.
PUB DATE 1998-06-00
NOTE 119p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Achievement; *Cultural Awareness; *Cultural Differences; Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Equal Education; Local Government; *Multicultural Education; Program Evaluation; Public Education; School Districts; Social Environment; State Government; State Legislation; Student Evaluation
IDENTIFIERS Maryland

ABSTRACT

This report tracks the 1997-98 state and local progress in implementing Maryland Education That Is Multicultural (ETM) Regulations adopted by the Maryland State Board of Education (MSDE) in 1994. Section 1 of the report introduces ETM, a process that promotes the valuing and appreciation of diversity, including factors such as region, race, ethnicity, national origin, socioeconomic status, gender, and disability. It also describes implementation of the regulation, noting responsibilities of the MSDE and local school systems. Section 2 presents background information on definitions and perspectives related to multicultural education and reflected in ETM (definitions and approaches, social context, cultural diversity and school, academic achievement, and assessment). Section 3 briefly describes documents related to implementation of ETM (ETM regulations, ETM Course Guidelines, ETM Instructional Resource and Materials Evaluation Guidelines, ETM 5-Year Local School System Plan Evaluation Protocols, ETM Local School System Annual Progress Report, and ETM Individual School Protocols). Section 4 focuses on ETM implementation. A discussion of statewide ETM progress examines ETM advisory council activities and MSDE implementation of regulations; a discussion of local school system progress describes implementation of ETM 5-year plan and progress summaries from Maryland school districts. (SM)

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ED 428 066

REPORT

ON THE

STATUS OF IMPLEMENTATION OF

EDUCATION THAT IS MULTICULTURAL

IN MARYLAND

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REPORT ON THE STATUS OF IMPLEMENTATION OF EDUCATION THAT IS MULTICULTURAL IN MARYLAND

June, 1998

Prepared by

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

FOREWORD

In Maryland's public schools, we are committed to a basic premise: *every* child can learn. With the right academic environment – one that values and encourages each child's talents and heritage, as well as the shared strength of our children – we know that every child in every classroom in Maryland can succeed, academically and in life.

Providing that educational climate is vital to the academic achievement of all our children. Just as we affirm the democratic values that underlie our shared beliefs, we must also nurture the growing diversity that characterizes our families, communities, and schools in Maryland. We are dedicated and obligated to make sure that no child is left out of our drive toward excellence.

To assist in preparing all students for success in today's global community, the Maryland State Board of Education in 1994 adopted Education That Is Multicultural regulations as a way of ensuring that all Maryland public school students have appropriate and equitable learning opportunities. Local school systems crafted five-year plans to address multicultural education and student achievement. The Maryland State Department of Education infused its programs and assessments with a multicultural focus, and also provided assistance and resources to school systems throughout the state.

This report tracks the progress of state and local Education That Is Multicultural plans. While much has been accomplished, still more remains to be done to assure that all students benefit from rigorous learning opportunities that build on their own unique experiences and heritage. Today we continue the process of helping students achieve academic success with an awareness of and appreciation for the diversity that abounds in their classmates, in their communities, and in their world.

Nancy S. Grasmick

Nancy S. Grasmick
State Superintendent of Schools

REPORT ON THE STATUS OF IMPLEMENTATION OF EDUCATION THAT IS MULTLICULTURAL (ETM) IN MARYLAND

June, 1998

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INTRODUCTION

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INTRODUCTION

This document contains the first annual report to the Maryland State Board of Education, highlighting the status of the implementation of the *Maryland Education That Is Multicultural* (ETM) *Regulations* (COMAR13A.04.05) adopted by the State Board of Education in 1994. The Regulations were adopted to replace the *Ethnic and Cultural Minorities Regulations* originally adopted by the State Board in 1970 and revised in 1979, 1989, and 1993. Statewide implementation of the current Regulations began in 1995. The report informs on the progress of ETM implementation at state and local levels during 1997-1998.

Education That Is Multicultural is a process that promotes the valuing and appreciation of diversity, including factors such as region, race, ethnicity, national origin, socioeconomic status, gender, and disability. Maryland reflects great ethnic and cultural diversity, as Marylanders of African, Asian, European, Latino, Native American and many heritages and faiths contribute to the rich fabric of our state. It is projected by the year 2010 that Maryland will be one of six states in the nation with no one racial or ethnic group comprising a majority of the state's population.

Reflective of Maryland's growing diversity, in 1997 Maryland schools educated students from more than 100 nations. Marylanders from across the state share a common commitment to assuring that every student is afforded appropriate and equitable opportunities to achieve academic and personal success in today's global community. The Education That Is Multicultural policies, procedures, and programs discussed in this report address issues impacting on success for all of Maryland's students.

IMPLEMENTATION OF THE REGULATION

MARYLAND STATE EDUCATION THAT IS MULTICULTURAL ADVISORY COUNCIL

For leadership in implementation of the ETM Regulations, the State Superintendent, Dr. Nancy S. Grasmick, established the Maryland State Education That Is Multicultural Advisory Council. The ETM Council coordinates efforts at the state level and assists local school systems to implement education that is multicultural programs and policies related to curriculum, instruction, student achievement, staff development and instructional resources. Council members include representatives from Maryland's 24 school systems, MSDE, higher education, and the Maryland Chapter of the National Association of Multicultural Education. A major focus for this council is the connection between education that is multicultural and enhanced academic achievement.

MARYLAND STATE DEPARTMENT OF EDUCATION RESPONSIBILITIES

Responsibilities of the Maryland State Department of Education (MSDE) outlined in the Regulations include providing assistance to local school systems in ETM planning and subsequent implementation, and assuring a multicultural focus in all state activities, including assessments, publications, and curricular frameworks. In addition, the Regulations require MSDE to provide materials for local school systems, such as an annotated ETM resource guide and criteria for evaluating and selecting appropriate instructional materials. MSDE also provides feedback to local school systems on their Annual ETM Progress Reports.

To coordinate efforts from within MSDE, Dr. Grasmick instituted the MSDE Cross-Divisional Task Force on Education That Is Multicultural in 1997. The task force consists of MSDE staff members.

LOCAL SCHOOL SYSTEM RESPONSIBILITIES

The ETM Regulations require local school systems to develop and implement five-year ETM plans that address curriculum, instruction, staff development, instructional resources, and school climate. The first five-year planning cycle will end in 1999, with new plans being prepared for implementation that will begin in the year 2000. As of June 30, 1998, each local school system will submit an Annual ETM Progress Report to MSDE.

LOCAL SCHOOL SYSTEM IMPLEMENTATION

Included in this report are one-page summaries of each local school system's ETM five-year plan and highlights of ETM implementation progress for 1997-98. A comprehensive ETM Annual Progress Report will be submitted by each local school system to MSDE by June 30, 1998.

ABOUT EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT

The following articles present background information on definitions and perspectives related to education that is multicultural. The Maryland Education That Is Multicultural Regulations reflect these perspectives.

- **ETM: DEFINITIONS AND APPROACHES**
- **ETM: SOCIAL CONTEXT**
- **ETM: CULTURAL DIVERSITY AND SCHOOL**
- **ETM: ACADEMIC ACHIEVEMENT**
- **ETM: ASSESSMENT**
- **REFERENCES**

DEFINITION AND APPROACHES

"Education that is multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities. It encompasses curricular infusion and instructional strategies in all subject areas. Education that is multicultural prepares students to live, learn, interact, and work creatively in an interdependent global society by fostering mutual appreciation and respect. It is a process which is complemented by community and parent involvement in support of multicultural initiatives" (COMAR 13A.04.05.01 Maryland Education That Is Multicultural Regulations).

This broad-based definition of multicultural education as a process of comprehensive school reform challenges educators to rethink traditional practices by addressing issues of bias, prejudice and discrimination that have resulted in educational inequities. Educational equity requires not just the provision of equal access to resources and learning opportunities, but also an equity of outcomes in which a much broader range of students experience the high academic achievement that leads to workplace and personal success and satisfaction (Nieto 1996). Multicultural education must permeate all aspects of curriculum, instruction and staff development if we are to achieve the goals set forth in the Regulations.

All curriculum and instructional support materials must reflect the contributions and perspectives of the cultural groups in America in a nonstereotypic manner. Students must be given opportunities to recognize that what might seem reasonable, relevant and important from one cultural perspective may be irrational, irrelevant, and unimportant from another cultural frame of reference. This requires an expansion of curriculum that not only examines knowledge, concepts, and information from multiple perspectives, but that reflects students' interests and experiential backgrounds (Banks, 1995).

Teachers must use a wide repertoire of instructional approaches and techniques to ensure equal access to learning. The recognition that culturally different students may prefer to learn in environments and through the presentation of content that differs from traditional pedagogy must be understood and accepted by all teaching staff. The literature is replete with best instructional practices for facilitating academic achievement. Often cited practices include attention to learning styles, cooperative learning, flexible grouping, and communication of high expectations (Grant and Sleeter, 1989).

Change in usual teaching practices will require ongoing high quality staff development that includes a wide variety of professional growth promoting processes. Teachers and administrators need opportunities to reflect critically on their teaching practices and to construct new beliefs and knowledge about students, instruction, and curriculum. Change in practice must be accepted as a routine effect in a continuous improvement model.

Connections with parents and the community at large will facilitate attainment of the goals of multicultural education. School staff and parents must forge productive partnerships that promote the academic, social, and emotional development of children.

THE SOCIAL CONTEXT

The United States and Maryland have always been multicultural societies that reflect great ethnic, cultural, and economic diversity. Because of its statewide diversity, Maryland has been called "America in Miniature." Currently, 30% of students in the United States are ethnic minorities. In Maryland, one in ten Marylanders is foreign-born, and Maryland's public schools educate a student population that is 42% ethnic minority (35% African American, 3% Hispanic, 4% Asian, .5% Native American). Over 100 nations and 130 languages and dialects are represented in Maryland schools. Also reflecting diversity, 12% of Maryland students have disabilities requiring special education services, and more than 13% are living at the poverty level.

Socially, our society still reflects racial, cultural, economic, and ethnic divisiveness. There has been an increase in recent years of anti-immigrant sentiment and reported incidents of hate-violence based on diversity factors. In response to this, President Clinton in 1997 established a National Initiative on Race" to address these issues. Noted educator Dr. Geneva Gay has stated:

> *Despite the pluralism of United States society, most people live in relatively isolated enclaves, away from others who are racially, socially, and culturally different. Individuals from the same ethnic groups live in close proximity to one another, creating largely single race or ethnic group geographic clusters . . . The population tends to be separated along economic lines, so that members of the middle upper and lower social classes do not interact with one another on egalitarian levels. . . . This absence of close and significant interactions across ethnic, social, and cultural lines may reinforce stereotypes and cause individuals to be suspicious and distrustful - even fearful - of those who are different. Multicultural education is needed to help reverse these trends and attitudes by teaching youth about culturally different groups and by providing opportunities for individuals from diverse backgrounds to learn, live, and work together.*
> (Gay, 1994)

In spite of federal, state, and local laws, discrimination and disparities still exist in our institutions. This is evident in areas such as employment, health care, and educational achievement based on race, gender, ethnicity, and disability. Education That Is Multicultural, as it helps youth to celebrate diversity and use positive social action strategies to improve our institutions, can assist our nation in reducing disparities and in implementing both the letter and spirit of our laws.

The need for multicultural education is also evident in light of the increased pluralism in our nation and in the context of the growing global interdependence of nations.

> The increasing ethnic diversity of the United States population makes multicultural education for all students imperative, particularly if education is to fulfill its basic functions by being personally meaningful, socially relevant, culturally accurate, and educationally sound. (Banks, 1994)
> Increased global interdependence means that U.S. citizens must know how to

> Increased global interdependence means that U.S. citizens must know how to interact in different ways and under different circumstances with unfamiliar people at home and abroad. Successful interactions and relationships require the use of knowledge, attitudes, and skills about cultural diversity within a global context. (Bennett, 1990)

Education that is multicultural is a valuable tool for enabling students to learn and succeed in our diverse state, nation, and "global village." It can promote positive and effective interactions as our young people grow academically and socially and prepare to be productive citizens in their families, communities, and workplaces. Education That Is Multicultural should be an important component of the national and state education goals to promote lifelong learning as we continue to strive to build a more just and equitable society.

CULTURAL DIVERSITY AND SCHOOL

The role of cultural diversity in public education must be considered in the effort to prepare students for the future. Success of an educational system is reflected not only in the attainment of high test scores, but is also reflected in the ability of graduates to earn livable wages and contribute positively to their families, communities, and democracy. In Maryland, Education That Is Multicultural includes race, ethnicity, gender, socioeconomic status, region, religion, language, age and disability. Our national and state data reflect different educational success rates for students. These results are impacted by cultural bias and inequity of resources.

Often, the combinations of diversity variables intensify the disparities of educational success. For example, in the United States in 1993, 46% of all African American children and 41% of all Latino children lived with families with incomes below the poverty level. The combination of race and economic barriers makes educational success more challenging for minority students who live in poverty.

The cultural competency of teachers and other important educational players is a key issue in student success. While the student population in the United States is becoming increasingly racially and linguistically diverse, our teacher population is increasingly homogenous based on race, economics, language, and gender. More frequently than not, entrants to the field of education are white, monolingual females who are from lower middle-class backgrounds. Cultural bias impacts teacher effectiveness with culturally diverse students. Faulty expectations can be based on any one or combination of diversity variables.

Evidence is clear that student achievement is detrimented by culturally hostile learning environments. For example, a 1990 study documented eight forms of racism that impact the school success of students of color. These are:

1. Hostile or insensitive acts
2. Bias in the use of harsh sanctions
3. Bias in giving attention to students

4. Bias in the selection of curriculum materials
5. Inequality in amount of instruction
6. Bias in attitudes toward students
7. Failure to hire racial minority teachers and other school personnel at all levels
8. Denial of racist actions

In addition, the American Association of University Women report, *Hostile Hallways* raised national awareness of students' experiences with sexual harassment and its detrimental impact on student achievement.

Throughout the nation, local schools have responded in a variety of ways to address cultural diversity in education. From the food served in the school caferteria to tasks on the state assessments, everything that happens in schools has a cultural context. Local school system reforms have addressed instruction, curriculum, professional development and family involvement as vehicles to ensure an anti-bias, multicultural approach to education.

ACADEMIC ACHIEVEMENT

Current research, extensively referenced in the Banks and Banks edited *Handbook of Research on Multicultural Education,* confirms the urgency and complexity of multicultural diversity issues in teaching and learning. Students across the state, as well as throughout the country, are not achieving to standard, and the greatest gaps in achievement rest with students of color.

A number of variables have contributed to these achievement trends. In recent years, we have embraced an increasingly diversified student population. This has emerged along with a less diverse trend among our teacher population. A number of instructional strategies have been identified as being effective with culturally diverse students, such as cooperative learning, GESA, attention to learning styles, high expectations and tapping higher order thinking skills. The essential on-going trend, however, rests in the commitment and accountability to ensure that all of our students equitably achieve at high levels of performance. Considering the multicultural context of this situation, we are called to address what form this commitment and accountability must take.

In order to more effectively address this challenge, we must identify and recognize through competent practice other factors that contribute to student achievement which have not been given sufficient attention. Culture is the sum total of lived experience, a socialized means of survival that any group of people acquire in response to their lived environment. Teaching and learning are a core activity in our lived experience. Thus culture and the teaching and learning process are integral aspects one to the other. Given the inherent influence and presence of culture within learners and teachers, within the core curriculum, and within modes of instructional delivery, culture is gradually emerging into recognition as a strong variable in educational practice. It stands to reason that we are challenged to draw out the cultural components that are pertinent to academic achievement.

Our orientation has been to achieve mastery in our grade-level curricular disciplines, and to pass it along to our students such that they can demonstrate mastery of knowledge and skills as measured by standardized test; such as mastery taught, mastery learned, mastery measured, student achievement. As noted in our discussion above, we have been largely unsuccessful with our culturally diverse student population not withstanding the use of progressive instructional strategies. The culture diversity variable and its many subcomponents have been marginalized in our approaches to attaining equitable student achievement. This marginalization is analogous to the marginalization that called for the development of Education That Is Multicultural Regulations.

Demographics have undergone considerable transformation, while the core of our approach to teaching and learning has been only marginally transformed. An article entitled *Constructivism and Multicultural Education* written by Carla Matheson and Russell Young, professors of Teacher Education and Policy Studies in Language and Cross Cultural Education in the College of Education at San Diego State University (*Multicultural Education*, Summer 1995) provides us with viable guidelines to cause the transformation needed to attain student achievement among students of diverse cultural backgrounds. If we consider the notion of Education That Is Multicultural as a critical bridge to achievement, we can see how Matheson and Russell provide us with several useful guidelines to be integrated into our teaching strategies to learner's level of self-awareness and self-concept.

> The author assert, "New information moves through a cognitive filter of pre-existing personal thoughts, beliefs, and experiences which affect perceptions, interpretations"
> ". . . which can either facilitate or impede knowledge and skill acquisition.

Further, James Banks has delineated in his comprehensive Dimensions of Multicultural Education framework the notion that personal/cultural knowledge is the filter through which persons teach and learn. Achievement in teaching and learning occurs in a social context which requires an integration of affective and cognitive function. He states in Multicultural Education Development, Dimensions, and Challenges, (*Phi Delta Kappan*, September 1993) *that cultural conflict occurs in the classroom because the personal cultural knowledge of teachers and students are inconsistent with one another.* Needless to say, where there is cultural conflict, learning remains all in the margin. This accumulates into gaps in the teaching/learning process, which in turn results in gaps in student achievement. The raw truth of this statement leads us to understand that as teachers, we must be taught not only to master the knowledge and skills that are pertinent to our grade-level subject matter, but we must be taught how to identify, recognize, master, and engage the cultural parts of ourselves and our students that are pertinent to the culture of teaching and learning needed to ensure that the instructional message sent is the instructional message received.

These factors have not been given sufficient attention given the integral nature of the multicultural reality characteristic of the educational process today. These components must *be* within ourselves as teachers, and must be incorporated at the center of day to day inculcated classroom practice. The knowledge and skills to accomplish this mode of mastery must be initiated and established *throughout* teacher training and staff development in every grade and discipline. To be effective in contributing significantly to student achievement, it is essential that these factors not be incorporated as separate, but within each content area and instructional delivery mechanism.

Our teachers' and learners' demographics have undergone cultural/multicultural transformation. If our students are to achieve from our efforts to teach the, then our teaching and learning process must undergo cultural/multicultural transformation as well.

ASSESSMENT

Perhaps cultural diversity impacts assessment more than any other facet of instruction. One's cultural value system shapes one's view of self, relationship with others, nature, time, action, society, and logic itself. The manner in which students acquire and process information is deeply rooted in culture; hence, educators must better understand, respect, and adapt to these cultural variations and preferences, particularly in this enlightened age of "authentic assessment." If the teacher rightfully attempts to hit the student where she or he lives, the teacher will then consider a variety of foci in determining the best response mode for assessment. For example, does the teacher allow, and encourage the student to focus on the past, present, and future? Does the teacher allow the student to view concepts spiritually as well as materialistically, intuitively as well as factually, cooperatively as well as competitively? Or does the teacher look for the "right" answer, based in large part on the "dominant" culture's world view?

The medium of expression also plays out here. The recognition of intelligence as being much more than one's logical/linguistic blend brings to light the notion of "intellectual diversity," a.k.a. the multiple intelligences. The question "How are you smart?" rather than "How smart are you?" opens pathways of instruction and assessment that have lied dormant for the better part of the 20th century. Howard Gardner's research into the capacities of the human brain have shattered the view of intelligence as something that can be measured with a single pencil and paper instrument, particularly a conventional I.Q. test. One's ability to solve problems and fashion products that are culturally relevant in ways that involve the hands and the heart, the body and the emotions, have reshaped our view of what it means to be "smart." Educators must therefore allow for a variety of responses that enable students to test their understanding in ways that are culturally relevant to them. This of course does not mean that students should only work in their strongly developed intelligence areas; rather, students should be given a diversity of response modes that enable them to develop strength in all areas: verbal-linguistic; logical-mathematical; visual-spatial; bodily-kinesthetic, musical-rhythmic, intrapersonal and interpersonal.

In addition to sociological and perceptual "learning styles" being validated and utilized in assessment, conceptual styles also must be accounted for. "Field dependent" learners, for example, generally will not respond to traditional, linear lines of thought, needing to process concepts, issues, problems, themes, and so forth on a more holistic, circular basis. Relationship-building must therefore be allowed to take root. Perhaps a constructiveness approach, wherein students' prior knowledge and experiences govern the manner in which a concept is taught and assessed, works best with these students. Connecting learning to the student's "environmental" life and concerns would serve as the catalyst here.

In short, sensitivity and responsiveness to students' diverse learning styles best informs instruction and assessment. By better understanding, respecting, and using diversity toward the end of academic excellence, educators are turning what unfortunately has been a cliché into something quite functional: equity and excellence for *all* students.

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DOCUMENTS RELATED TO IMPLEMENTATION OF EDUCATION THAT IS MULTICULTURAL

INTRODUCTION

The following materials include a copy of the Maryland Education That Is Multicultural (ETM) Regulations (COMAR13A.04.05) as well as report and evaluation instruments to assist the state and local school systems in effectively implement ETM. In addition to pertinence to the Regulations, the strategies and activities in these documents manifest a substantive linkage between ETM implementation and academic achievement for all students.

- **ETM Regulations** – COMAR 13A.04.05 Maryland Education That Is Multicultural Regulations adopted by the Maryland State Board of Education in 1994
- **ETM Course Guidelines** – Guidelines for use by Maryland's local school systems and colleges and universities in planning courses related to education that is multicultural for teachers and perspective teachers
- **ETM Instructional Resource Evaluation Guidelines** – Guidelines and checklists for use by local school systems in selecting and evaluating instructional resources from a multicultural perspective
- **ETM Five-Year Local School System Plan Evaluation Protocols** – Instrument for use in developing and assessing local school system five-year education that is multicultural plans
- **ETM Local School System Annual Progress Report** – Forms for use by local school systems in developing and submitting annual progress reports to the Maryland State Department of Education
- **ETM Individual School Protocols** – Form for use by individual elementary and secondary schools in assessing implementation of education that is multicultural

THE

EDUCATION THAT IS MULTICULTURAL

REGULATION

Title 13A
STATE BOARD OF EDUCATION
Subtitle 04 SPECIFIC SUBJECTS

Chapter 05 Education That Is Multicultural

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland

.01 Scope.

A. Assurance of success for all students in Maryland is dependent upon quality and equity in education, which empowers students to make decisions on important social and personal issues, and take action to help solve them. The intent of this chapter is to provide for local school systems' guidelines and goals for education that is multicultural, that will enable the school systems to provide curricula, instruction, staff development, and instructional resources that are multicultural while recognizing our common ground as a nation. These will enable students to demonstrate knowledge, understanding, and appreciation of cultural groups in the State, nation, and world.

B. Education that is multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities. It encompasses curricular infusion and instructional strategies in all subject areas. Education that is multicultural prepares students to live, learn, interact, and work creatively in an interdependent global society by fostering mutual appreciation and respect. It is a process which is complemented by community and parent involvement in support of multicultural initiatives.

C. In studying other cultures, teachers may not imply that there are no universal values.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Bias" means a mental leaning or inclination, or partiality.

(2) "Commonality" means a sharing of common features, characteristics, or traits, or all of these.

(3) "Cultural groups" means groups that identify by the factors of race, ethnicity, region, religion, gender, language, socioeconomic status, age, or disability.

(4) "Cultural linguistic patterns" means the patterns of language unique to each cultural group.

(5) "Discrimination" means an act of exclusion prompted by prejudice.

(6) "Diversity" means differences based on, but not limited to, race, ethnicity, region, religion, gender, language, socioeconomic status, age, and disability.

(7) "Ethnicity" means the classification or affiliation of any of the racial groups or national divisions of people.

(8) "Maryland School Performance and Assessment Program" means assessments in grades 3, 5, 8, and at the high school level in reading, writing/language usage, mathematics, science, and social studies which provide relevant information for:

(a) School and school system accountability purposes, specifically for Maryland School Performance Reports; and

(b) School improvement and planning.

(9) "Maryland School Performance Program" means a comprehensive school improvement approach to accountability that examines individual school performance on a set of standards of excellence analyzed by race, ethnicity, sex, and specified performance measures to ensure that each school provides an educational program that results in success for each Maryland public school student.

(10) "Pluralistic society" means the existence within a nation or a society of groups distinctive in ethnic origin, cultural patterns, religion, or the like.

(11) "Prejudice" means an implied, preconceived, and unreasonable judgment or opinion, usually an unfavorable one marked by suspicion, fear, intolerance, or hatred.

(12) "Racism" means unequal or discriminatory treatment of, or attitudes towards, individuals or groups based on race.

(13) "Sexism" means unequal or discriminatory treatment of, or attitudes towards, individuals or groups based on gender.

(14) "Stereotype" means the belief that all the individuals of a certain group will be the same and behave in the same way.

.03 Programs.

A. Public schools shall include as part of curricular and program offerings appropriate instruction for developing knowledge, understanding, and appreciation of cultural groups in society.

B. The State Department of Education shall provide:

(1) Staff development and other forms of technical assistance to help with implementation of this chapter;

(2) Criteria, for use by local school systems in evaluating and selecting instructional materials for schools, which ensure that proper recognition is given to cultural groups;

(3) An annotated resource guide that:

(a) Assists local school systems in developing effective instruction, curricula, and staff development programs, and

(b) Is a synthesis of multicultural education resources identified; and

(4) Cross-referenced matches of multicultural goals with Maryland School Performance Program outcomes and curricular frameworks for all disciplines.

C. A multicultural focus in all State activities shall include assessments, publications, and curricular frameworks in each subject area.

.04 Goals.

A. The guidelines in §§B—D of this regulation have been developed to assist local school system personnel in the design, management, implementation, and evaluation of education that is multicultural in the context of 5-year needs assessment and planning cycles. The guidelines are divided into three areas of curriculum, instruction, and staff development, each of which includes a goal statement and objectives.

B. Curriculum.

(1) Goal. To provide Pre-K—12 curriculum, which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society. The curriculum shall enable students to apply these skills to fully participate in the democratic process of their

community, State, nation, and world. The curriculum includes the following content:

(a) Emphasis on correcting the omissions and misrepresentations of African Americans, Asian Americans, Latinos, Native Americans, women, and individuals with disabilities;

(b) The history of cultural groups and their contributions in Maryland, in the United States, and in the world;

(c) Historic events, situations, conflicts, and interpretations from diverse perspectives;

(d) Political, social, and economic conditions which cultural groups have experienced and continue to experience in the United States; and

(e) As appropriate, issues of racism, sexism, bias, and prejudice as these affect the behavior and experience of individuals and groups.

(2) Goal. To provide Pre-K—12 curriculum, which develops the valuing of cultural groups in the United States as an integral part of education for a culturally pluralistic society. The curriculum shall provide opportunity for students to demonstrate the following attitudes and actions:

(a) Valuing one's heritage;

(b) Valuing the uniqueness of cultures other than one's own;

(c) Valuing the richness of cultural diversity and commonality;

(d) Respecting diverse cultural groups throughout the world;

(e) Awareness of and sensitivity to individual differences within various cultural groups; and

(f) Eliminating stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, and individuals with disabilities.

C. Instruction.

(1) Goal. To provide Pre-K—12 instruction which will enable students to develop an understanding of and appreciation for cultural groups as an integral part of education for a culturally pluralistic society.

(2) The instructional program shall:

(a) Promote a school climate that reflects the diversity of the community;

(b) Promote a school climate in which different cultural linguistic patterns are respected;

(c) Promote grouping of students to reflect cultural diversity;

(d) Ensure that a student may not be denied access to equally rigorous academic instruction on the basis of cultural background;

(e) Use instructional activities which recognize and appreciate students' cultural identities and learning styles;

(f) Address racism, sexism, bias, discrimination, and prejudice;

(g) Use organizations promoting cultural and ethnic understanding;

(h) Use instructional activities that promote an understanding of and a respect for a variety of ways of communicating, both verbal and nonverbal;

(i) Use instructional materials which reinforce the concept of the United States as a pluralistic society within a globally interdependent world while recognizing our common ground as a nation;

(j) Incorporate multicultural instructional materials in all subject areas; and

(k) Provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.

D. Staff Development.

(1) Goal. To include in staff development experiences that prepare school system personnel to design, manage, implement, and evaluate multicultural education.

(2) The experiences in §D(1) of this regulation include:

(a) Activities which involve professional and support staff in exploring attitudes and feelings about their own cultural identity;

(b) Activities to identify instructional strategies, techniques, and materials appropriate for education that is multicultural;

(c) Training in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs;

(d) Training to recognize and correct stereotyping, discrimination, bias, and prejudice;

(e) Training for fostering greater intergroup understanding;

(f) Training to recognize and correct the omissions and misrepresentations of groups and individuals in curriculum and instruction;

(g) Training to recognize and correct inequitable participation in school activities by students and staff from different backgrounds; and

(h) Training to identify human resources for education that is multicultural.

.05 Criteria for Instructional Resources.

A. Goal. To provide instructional resources which assists students in demonstrating an understanding of and appreciation for cultural groups.

B. Selection of multicultural resources includes all of the following minimal criteria:

(1) Materials that avoid stereotyping, discrimination, bias, and prejudice;

(2) Materials that reflect the diverse experiences relating to cultural groups and individuals;

(3) Instructional materials in all content areas that represent society as multicultural; and

(4) Human resources to help students demonstrate an understanding of cultural diversity.

.06 Planning.

A. The local school systems shall establish a 5-year cycle of assessment and planning beginning September 1, 1994 which includes:

(1) Developing and conducting:

(a) A needs assessment that involves parents, business leaders, students, and educational staff, both professional and support,

(b) Instruction to be used at the local level that incorporates curriculum, staff development, and materials adoption procedures;

(2) Implementing a 5-year plan, in which the State Department of Education shall provide technical assistance, based on the findings of the needs assessment to establish and implement multicultural education to include curriculum and instruction, staff development, and the selection of materials; and

(3) Preparing annual progress reports beginning in the second year of implementation of this regulation, citing status of implementation and plan revision at the local level.

B. Each local superintendent of schools shall certify the accuracy of the annual progress report and submit the report within the timelines established by the State Department of Education.

.07 Assessment.

A. The State Department of Education shall review annual progress reports submitted by the local school system superintendents on the implementation of curricula, instruction, staff development, and instructional resources pertaining to multicultural education. The compilation of the progress reports shall be reported annually to the State Board of Education.

B. The State Department of Education shall provide Pre-K—12 Maryland School Performance Assessment Program testing which applies strategies and content that are multicultural in each subject area.

C. The State Superintendent of Schools may designate staff to conduct on-site monitoring to review and assess progress and determine needs of the local boards of education in implementing this chapter to its fullest extent.

Administrative History

Effective date: July 29, 1970

Regulations .02—.04 adopted effective December 14, 1979 (6:25 Md. R. 1983)

Regulations .01—.03 amended, Regulation .04 repealed and new Regulation .04 adopted effective January 15, 1989 (15:27 Md. R. 3132)

Regulations .01—.04, Ethnic and Cultural Minorities, repealed effective November 8, 1993 (20:21 Md. R. 1656)

Regulations .01—.07, Education That is Multicultural, adopted effective November 8, 1993 (20:21 Md. R. 1656)

Regulation .01C adopted effective June 6, 1994 (21:11 Md. R. 952)

Guidelines for Comprehensive

Preservice / Inservice

Education That Is Multicultural

Courses

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

Maryland State Education That Is Multicultural Advisory Council

Education That Is Multicultural Course Guidelines

The Maryland State Education That Is Multicultural (ETM) Advisory Council recognizes that educators who are qualified to address issues relevant to the diversity of students are fundamental to ensuring an effective educational program that results in maximum student achievement for all students. Therefore, it is essential that all personnel involved in the education of students receive training that prepares these personnel to design, manage, implement, and evaluate Education That Is Multicultural. This training should advance instructional/learning programs that prepare students academically and socially to participate successfully in a broader, diverse society as well as to increase student achievement by strengthening students' pride in themselves and their cultural identities.

In accordance with the above, the ETM Advisory Council, acting under the auspices of the Maryland State Department of Education, recommends that educational staff throughout the state receive appropriate training in Education That Is Multicultural. This training should focus on applying Education That Is Multicultural to academic achievement as well as social development. Such training should be preservice and inservice. The suggested training should consist of a minimum of three (3) semester hours of credit or an equivalent thereof from a local school system (LSS) through state approved workshops or from an accredited college or university. Since diversity is a pivotal factor that invariably influences society and schools, the ETM Advisory Council further recommends continued upgrading of skills in this area through staff development at both state and local levels.

Facilitators of the above training will have received mandatory training, such as training-of-trainers, that conforms to these guidelines and includes skills that assure effectiveness of training. When possible, facilitators should reflect diversity categories as cited in the Education That Is Multicultural Regulation.

The Maryland State Department of Education and the Education That Is Multicultural Advisory Council are responsible for the development and dissemination of course guideline criteria that meet the preceding goals. These guidelines will serve as a resource for staff developers and preservice educators in designing and implementing teacher training courses.

The Maryland State Department of Education and the Education That Is Multicultural Advisory Council, in cooperation with LSS, will review, evaluate, and, if appropriate, revise these guidelines at the end of three years from adoption.

Coursework should provide content according to the following curricular and instructional criteria that impact education of students:

- development and implementation of instructional strategies and materials that focus on students' understanding and appreciation of diverse cultural groups in a pluralistic society as well as on those that enable students to analyze, evaluate, and propose solutions to contemporary social problems

- correction of the omissions and misrepresentations of any cultural group according to diversity factors, including ethnicity, race, gender, region, religion, age, disability, and socio-economic status

- preparation to address issues of racism, bias, and prejudice as these affect the experience of individuals and groups

- knowledge of historic events, situations, conflicts, and interpretations from diverse perspectives

- implementation of strategies that encourage students' valuing their own heritage; valuing richness of cultural diversity and commonality; respecting diverse cultural groups throughout the world; awareness and sensitivity to individual differences within cultural groups; eliminating stereotypes related to diversity factors

- implementation of instructional strategies that appropriately address students' cultural identities and learning styles while providing rigorous instruction for all students to increase academic achievement

- implementation of a variety of testing and other assessment strategies that appropriately address students' cultural identities and learning styles

- promotion of a climate that is amenable to the diversity of students, families, and the community and that supports academic achievement

To address the above criteria and adhere to the Education That Is Multicultural Regulation, the courses should provide:

- activities that involve professional and support staff in exploring attitudes and feelings about their own cultural identities

- activities to identify instructional strategies, techniques, and materials appropriate to Education That Is Multicultural as a means of attaining optimal academic achievement

- training in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs

- training to recognize and correct stereotyping, discrimination, bias, and prejudice

- training that fosters intergroup understanding

- training that enables professional staff to recognize and correct the omission and misrepresentation of groups and individuals in curriculum and instruction

- training to recognize and correct inequitable participation in school activities by students and staff from diverse groups

- training to identify human resources for Education That Is Multicultural
- training to identify and use materials and references for Education That Is Multicultural

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Education That Is Multicultural Course Topic Recommendations

The following topics address areas of the above designated criteria.

1. Cross cultural communication (verbal and non-verbal)
2. Curriculum applications of multicultural education (in conjunction with required lesson planning, implementation, and evaluation by the class participants)
3. Creating culturally supportive and inclusive learning environments (includes attention to physical, academic, social, and emotional environment)
4. Relationship between student achievement and Education That Is Multicultural, and how Education That Is Multicultural can enhance student achievement
5. Recognition of the teachers' and students' factors of diversity and their impact on teaching and learning
6. Definition of Education That Is Multicultural, including but not limited to a wide-range of issues related to diversity categories identified in the state Education That Is Multicultural Regulation
7. Resources for teachers to use to identify non-biased, gender-fair curriculum and instructional materials versus biased materials according to the diversity classifications
8. Specific strategies to address issues of prejudice reduction and to build tolerance and respect for diversity and commonality
9. Review of research on minority student achievement and promising practices to address disparities
10. Relating diversity and achievement to learning styles (cultural implications and individual uniqueness), multiple intelligences, cooperative learning (includes classbuilding, schoolbuilding, explicit collaborative skill development, structuring cooperative settings)
11. Curriculum Transformation: levels of content integration (such as James Banks' four (4) levels) and development of lesson plans that exhibit those levels
12. Connections to other educational initiatives: performance instruction; Dimensions of Learning; safety and discipline

Education That Is Multicultural Course Evaluation

This evaluation indicates whether a course meets the recommended standards in the attached Education That Is Multicultural Course Guidelines. It is recommended that all educational staff in Maryland receive comprehensive training in Education That Is Multicultural (ETM) or the appropriate equivalent thereof. For certificated staff, at least three credit (3) hours or the equivalent is recommended. Although many courses may include topics related to multicultural education or diversity, these courses may not fulfill the standards included in these guidelines. The Education That Is Multicultural Course Guidelines refer only to course(s) that follow the state ETM Regulation. Only such comprehensive ETM courses will qualify for endorsement by the Maryland State Education That Is Multicultural Advisory Council.

This evaluation is designed to ascertain that a course intended as Education That Is Multicultural meets the training criteria specified in the guidelines and, thus, the intent of the Education That Is Multicultural Regulation. "YES" indicates that the course syllabus adequately demonstrates criteria. If the assessment is "NO," then syllabus should be reviewed and amended to sufficiently reflect criteria. There is also a section for reviewer's comments.

In order to receive endorsement for a course by the Advisory Council, this cover sheet and a copy of the course syllabus should be submitted to the Maryland State Department of Education Office of Equity Assurance and Compliance. MSDE representatives will review the syllabus and return the evaluation. If revisions are necessary, they should be made, and the syllabus be resubmitted to MSDE.

School District/Institution: ____________________

Course Title: ____________________

Credit Hours: ____

Preservice: ____ Inservice: ____

Submission: ____ Resubmission: ____ Date: ____

Signature of District/Institution Representative: ____________________

Title: ____________________

Education That Is Multicultural Course Evaluation Checklist

Course Title: ______________________________

Submitted by: ____________________ Date received: __________

Reviewed by: ____________________ (MSDE) Date: ________

Training provides experiences that address the following:		YES	NO
1	Development and implementation of instructional strategies and materials that focus on students' understanding and appreciation of diverse cultural groups in a pluralistic society as well as on those that enable students to analyze, evaluate, and propose solutions to contemporary social problems		
2	Correction of the omissions and misrepresentations of any cultural group according to diversity factors, including ethnicity, race, gender, region, religion, age, disability, and socio-economic status		
3	Issues of racism, bias, and prejudice as these affect the experience of individuals and groups		
4	Knowledge of historic events, situations, conflicts, and interpretations from diverse perspectives		
5	Implementation of strategies that encourage students' valuing their own heritage; valuing richness of cultural diversity and commonality; respecting diverse cultural groups throughout the world; awareness and sensitivity to individual differences within cultural groups; eliminating stereotypes related to diversity factors		
6	Implementation of instructional strategies that appropriately address students' cultural identities and learning styles while providing rigorous instruction for all students to increase academic achievement		
7	Implementation of a variety of testing and other assessment strategies that appropriately address students' cultural identities and learning styles		
8	Promotion of a climate that is amenable to the diversity of students, families, and community and that supports academic achievement		
9	Activities that involve professional and/or support staff in exploring attitudes and feelings about their own cultural identities		
10	Activities to identify instructional strategies, techniques, and materials appropriate to Education That Is Multicultural as a means of attaining optimal academic achievement		
11	Training in assessing prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs		
12	Recognition and correction of stereotyping, discrimination, bias, and prejudice		
13	Fostering greater intergroup understanding		
14	Recognition and correction of the omission and misrepresentation of groups and individuals in curriculum and instruction		
15	Recognition of inequitable participation in school activities by students and staff from diverse groups and strategies for correcting the inequities.		

Training provides experiences that address the following:		YES	NO
16	Identification of human resources for Education That Is Multicultural		
17	Identification and use of materials and references for Education That Is Multicultural		

ETM Course Evaluation Reviewer's Comments

Course Title: ____

Education That Is Multicultural Instructional Resource and Materials Evaluation

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

Instructional Resource and Materials Evaluation

Introduction

By the authority of the Maryland State Department of Education, the Maryland State Education That Is Multicultural Advisory Council offers these guidelines and a resource evaluation to assist local school systems in their assessment of the multicultural appropriateness of various books and other materials used in schools for students. These contents have been developed according to criteria emphasized in the Maryland State Education That Is Multicultural Regulation (COMAR 13A.04.05). Local school systems may use this instrument in assessing resources or as a guide in developing their assessments.

Research has demonstrated that student achievement rises and that students better retain information and concepts when their school experiences and materials incorporate their own backgrounds and include similar persons or similar groups. This also promotes higher expectations, greater self-esteem, enhanced academic achievement, and increased potential for success in school and beyond. Students gain a more realistic understanding of the varied roles, capabilities, and interconnectedness of their ancestors, peers, and others. Equally important, however, this approach enables all students to develop an awareness of those outside of their immediate communities and of society-at-large.

Guidelines for the Evaluation of Instructional Materials

Each school system has the responsibility for providing climates of learning, programs, and materials that give all pupils full and accurate information concerning the role of diverse cultural groups in the development of the United States, their legitimate place in the history of our nation and the world, and of their contributions to all fields. It is the responsibility of schools to affirm the intrinsic value of each individual regardless of diversity factors, including race, ethnicity, region, religion, gender, language, socioeconomic status, age, and disability. Educators should provide materials in classrooms, library media centers, resource rooms, and instructional materials centers that reflect diversity among people as well as address the needs and experiences of the cultural groups they serve. The purpose of these guidelines is to provide criteria and context for the evaluation and selection of resources and materials.

"Instructional materials" are defined as a variety of materials in any format which influence the student's learning and the instructor's teaching. They include, but are not limited to, textbooks, library books, periodicals, pamphlets, art prints, study prints, pictures, transparencies, films, filmstrips, slides, videocassettes, videodiscs, audio cassettes, sound recordings, compact discs, computer software, CD-ROMS, and electronic resources.

The effectiveness of instructional materials depends upon the manner and the degree to which they meet the needs of teachers and students. Any evaluation must examine usage, scope of print and nonprint collections, frequency of the removal of biased and outdated materials, and procedures that promote ease of use and accessibility. No collection should be evaluated solely on the basis of recent additions to the print holdings.

Criteria for Guidelines

These guidelines manifest the following concepts and criteria related to Education that Is Multicultural.

A. Instructional resources which assist students in demonstrating an understanding of and appreciation for cultural groups.

Knowledge encourages cultural acceptance and understanding. Exposure to a wide variety of cultural experiences establishes a factual base concerning history, beliefs, and values and allows students to learn about themselves as well as others. Resources should help foster unity by examining our commonalities as well as our differences and thereby promote mutual respect. Materials that meet this criterion afford students an opportunity to learn about the contributions of the diverse groups, including their own, that make up our domestic society and the world's.

B. Selection of multicultural resources includes all of the following minimal criteria.

(1) Materials that avoid stereotyping, discrimination, bias, and prejudice.

This criterion calls for the exclusion of any resource that contains discriminatory overtones. No materials that contain insulting implications toward specific cultural groups should be present. The challenge for those making selections is to recognize materials, particularly on culturally sensitive issues, that work toward common cooperation and understanding and do not distort history.

(2) Materials that reflect the diverse experiences relating to cultural groups and individuals.

Collections should include resources that defy stereotypes by addressing the breadth of experiences within each cultural group and the relationships between cultural groups. Materials should illustrate the fact that every group has it achievers, philosophers, writers, artists, architects, and political leaders and also maintain that each individual has power to create change in her/his own environment.

(3) Instructional materials in all content areas that represent society as multicultural.

This requirement ensures that multicultural resources are incorporated in all subjects so that multicultural activities will be integrated throughout the curriculum and not presented in isolation.

(4) Human resources to help students demonstrate an understanding of cultural diversity.

In addition to print and nonprint sources, those responsible for building collections of instructional materials should not overlook human resources within the community, those individuals whose life experiences and backgrounds bring a multicultural perspective as well as an immediacy and authenticity to the topic at hand.

Guidelines for Resource Selection

In establishing guidelines for resource selection, materials that meet high standards of quality and encourage critical thinking and literary appreciation remain a priority. Connections to classroom curriculum and specific educational objectives are another essential consideration. In addition, attention should be given to the following:

1. **Illustrations**. Illustrations are important because many people, especially children with developing reading skills, form impressions based on the visual presentation of ideas. It is important that illustrations avoid portraying characters as stereotypes or caricatures. Thought should be given as to whether members of cultural groups, including female characters or persons with disabilities, are depicted in passive or inconspicuous ways. An assessment should also be made to determine if the illustrations are being used to accurately portray a certain culture or as a stereotypic representation.

2. **Fiction and poetry**. Novels and poems display a wide use of literary devices, such as irony, imagery, metaphors, and stereotypes. These elements communicate meanings to students in often subtle, yet most effective, ways. Often implicit, erroneous messages may be received by students. Therefore, these types of literature should be analyzed for background, purpose, language, and messages about various groups. These factors should also be explained carefully when such materials are presented to students.

3. **Life Style**. Presentations of lifestyles should be examined for accuracy. They should also seek to avoid oversimplification or the implication that racial groups are limited to any one life style or socioeconomic condition. There should also be an awareness of how the family structures and relationships of various groups are portrayed in materials.

4. **Language**. Words are powerful tools and convey meaning through inference and overtone. Evaluators need to be sensitive to language which is subtly sexist or racist. They need to be aware of the ways in which words and phrases reflect biased perspectives.

5. **Heroes**. Those involved in building collections of materials should analyze characters portrayed as heroic to determine if there is a representation from all diversity groups. The characters should reflect those qualities deemed heroic by the cultural group they represent.

6. **Effect on Student's Image of Self and Others**. All students seek to find images and words that accurately reflect their own experiences, heritage, and culture. Of course, students want to, and should, see themselves, their ancestors, and other members of their diverse group in a positive light. Materials should also present accurate portrayals of history, including inequities experienced by various groups.

7. **Author's/Illustrator's Background and Perspective**. Authors and artists have their own cultural heritage and context. Evaluators should be aware of the background and experiences of the creators of instructional resources and of the qualifications and authority they bring to their work.

8. **Copyright Date**. A recent copyright date is no guarantee of sensitivity to education that is multicultural, but it may provide more sophisticated and relevant treatment than is generally found in older resources.

Local school systems may obtain additional information on assessing instructional materials by contacting the Maryland State Department of Education, Equity and Assurance Branch.

Note: Regulations which mandate that materials on African-American history appropriate to all ages and reading levels in a school be collected and made available in every public school library or media center remain in effect. Maryland Code (1978, 1992 Repl. Vol.) Sec. 7-106.1 of the Education Article. Maroon Vol.

The above information is based in part on *Building Library Collections: Policies and Procedures for Evaluation and Selection of Instructional Materials*. MSDE, 1992. Revised 1995.

Education That Is Multicultural Resource/Materials Evaluation Checklist

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DIRECTIONS

The following checklist can be used to assist staff in recognizing bias and highlighting unbiased materials. Particular attention will be given to the following forms of bias: **EXCLUSION/ INVISIBILITY, STEREOTYPING, IMBALANCE/SELECTIVITY, UNREALITY, FRAGMENTATION/ISOLATION AND LINGUISTIC.**

Read each item and circle either **Y for Yes, N for No, or NA for Not Applicable**, depending on your assessment of the particular content indicated. Following each section, there is space to make additional comments.

It is recommended that reviewers reflect members of diverse groups.

RESOURCE/ MATERIAL TYPE : ______________________________

TITLE: ______________________________

AUTHOR: ______________________________

I. EXCLUSION/INVISIBILITY

DEFINITION: The complete or inappropriate exclusion of a particular group or groups from representation or consideration in the text and/or illustrations. Materials should reflect the historical roles and contributions of members of diverse groups.

1. Are people shown from more than one race or nationality? Y N NA
2. Are people of more than one ethnic or cultural group shown? Y N NA
3. Are males and females included in equal numbers? Y N NA
4. Are individuals with disabilities depicted in active roles? Y N NA
5. Have older, middle-aged, and younger characters been included? Y N NA
6. Are people of different income levels (socioeconomic) included? Y N NA
7. Are different types of family structures (two-parent, one parent, extended family, etc.) included? Y N NA

COMMENTS:

II. STEREOTYPING

DEFINITION : A stereotype is an oversimplified generalization about a particular group, race or sex, which may carry derogatory implications, unrealistic perceptions, and false conclusions.

1. Are members of each group shown in a variety of careers?	Y	N	NA
2. Are members of a group involved in varied types of activities and roles?	Y	N	NA
3. Are members of a group from varied socioeconomic backgrounds?	Y	N	NA
4. Are people from different neighborhoods/ geographical settings depicted?	Y	N	NA
5. Is the information on the groups depicted in a stereotypical or negative way?	Y	N	NA
6. Do the text and illustrations depict members of a group in a realistic manner and not in exaggerated situations?	Y	N	NA

COMMENTS:

III. IMBALANCE AND SELECTIVITY

DEFINITION: **Only one** interpretation of an issue, situation, or group is presented; thus, the knowledge of students regarding a varied perspective is restricted.

1. Is there a balanced account of the events or situations? Y N NA

2. Does the material reflect contrasting points of view? Y N NA

3. Does the material provide equitable coverage of the perspective of each group? Y N NA

COMMENTS:

IV. UNREALITY

DEFINITION: Materials that ignore the existence of prejudice, racism, sexism, discrimination, and intergroup conflict. Controversial topics are glossed over.

1. Do the materials paint an accurate picture of the group?	Y	N	NA
2. Do the materials give the reader comprehensive information on the subject topic?	Y	N	NA
3. Do the materials ignore the existence of controversial topics such as racism, sexism, prejudice, conflict, with regard to the group or topic?	Y	N	NA

COMMENTS:

V. FRAGMENTATION/ISOLATION

DEFINITION: Implies that the history, experiences, and situations of certain groups are somehow entirely unrelated to those of the dominant cultures. The dynamic relationships and contributions of these groups to the development of our current society are ignored.

1. Is the information about a particular group placed in separate chapters or sections away from the main body of information? Y N NA

2. Are the history or contributions of a particular group inappropriately omitted from the discussed topic or theme? Y N NA

3. Does this material indicate or imply in any way that a particular group made no significant contribution to the program? Y N NA

COMMENTS:

VI. LINGUISTIC BIAS

DEFINITION: The use of language as a conveyor of biases and negative attitudes about a particular group.

1. Are the words used inclusive of male and females equally, e.g., firefighters, rather than gender-biased words like "fireman"? Y N NA

2. Does the language describe differences within groups as well as the difference between groups? Y N NA

3. Do the word choices create negative attitudes? Y N NA

COMMENTS:

VII. RESOURCE DATA

1. Does the biographical material indicate that the author or illustrator is qualified to deal with the subject? Y N NA

2. Is there something in the author's/illustrator's background experience that qualifies the individual(s) to write this book? Y N NA

3. Would the author's perspective on a people or topic unjustly make students feel insulted, negative, inferior, etc.? Y N NA

COMMENTS:

VIII. CONCLUSION: YOUR RECOMMENDATION

Please provide an overall rating for the material based on its inclusiveness, fairness, and accuracy related to diverse groups. In your rating, determine if this material or resource is appropriate for use with students. In summary, question whether or not the material represents a multicultural perspective, and if it portrays diverse groups in a manner that does not insult, demean, or distort members of those groups.

OVERALL RATING ACCORDING TO THE ABOVE CRITERIA:

1. Highly Recommended ☐
2. Recommended ☐
3. Not Recommended ☐

REVIEW OF LOCAL SCHOOL SYSTEM

EDUCATION THAT IS MULTICULTURAL PLANS

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

MARYLAND STATE DEPARTMENT OF EDUCATION
REVIEW OF LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL PLANS

The Maryland State regulation on Education That Is Multicultural (COMAR 13A.04.05) requires that each local school system carry out a five year needs assessment and planning process. The initial five year cycle began on September 1994. The second cycle will begin September 1999. In addition, the regulation requires that school systems certify and submit to Maryland State Department of Education (MSDE) annual progress reports citing the status of plan implementation and plan revisions. These Annual Progress Reports are due on June 30 of each year.

In addition to these requirements, the regulation directs MSDE to provide technical assistance to school systems in the plan development and implementation process. Under the authority of MSDE, the Maryland State Education That Is Multicultural Advisory Council has developed a protocol for the evaluation of appropriate plan components. Local school systems (LSS) are asked to use the *Local School System Plan Evaluation* (attached) to conduct a self-evaluation of their current plans. Each local school system should also use the document to guide revisions to the current plan as well as the development of its second five-year plan scheduled for implementation beginning September 1999.

In addition, to assist school systems in meeting both the letter and spirit of the regulation, each LSS may submit its current plan to MSDE for evaluation. Prior to submission to MSDE, a LSS plan should be approved by the local superintendent and, where appropriate, by the local school board. MSDE will conduct an assessment of the plan and provide feedback based on its review. MSDE will provide suggestions on plan enhancements as well as ongoing technical assistance during plan revisions and implementation. This service is part of the regulation, and local school systems are urged to participate in it. Through this process, each LSS and the Maryland State Department of Education can collaborate to achieve improved implementation of Education That Is Multicultural and further ensure high quality programs.

The following timeline has been established for the technical assistance process:

- Notification to MSDE of intent by LSS to participate in plan review process - by March 30, 1998
- Submission of current five year plan by LSS for MSDE Review - by June 30, 1998
- Response by MSDE to LSS with results of review by July 30, 1998
- Initiation of appropriate follow-up assistance by MSDE, to be developed in cooperation with LSS

All questions or concerns should be referred to the Maryland State Department of Education Equity Assurance and Compliance Branch, Ms. Linda Shevitz at 410-767-0428 or Mr. Woodrow Grant at 410-767-0425.

Maryland State Department of Education

Local School System Plan Evaluation

School System: ______________________________

Date Plan Submitted: ____________

School System Representative: ______________________________

System Superintendent's Signature: ______________________________

Maryland State Department of Education

Date Plan Received: ______________________

Date Plan Evaluated: ______________________

Plan Evaluated By: ______________________________
(MSDE Representatve)

Evaluator's Signature: ______________________________

Local School System Education That Is Multicultural Plan Evaluation

All plans will be reviewed from a focus on consistent linkages between ETM and student achievement. The following represent essential criteria for the assessment of Education That Is Multicultural strategic plans from local school systems throughout Maryland and is provided as technical assistance. **NI** represents Needs Improvement, and **C** indicates that comments follow. For **YES** ratings, comments are optional. However, ratings of **NO** or **NEEDS IMPROVEMENT (NI)** indicate that a specific characteristic is either absent or not sufficiently evidenced in the plan. These ratings require comment/explanation by the reviewer. Comments are included in a section after the checklists.

In cases where revisions are necessary, LSS revised plans should be resubmitted to the Maryland State Department of Education within thirty (30) days from the date of receipt of evaluation.

PLAN EVALUATION

STRUCTURAL PLAN COMPONENTS		Yes	No	NI	C
1	Plan includes mission statement or indication of mission statement that reflects purpose and direction for implementation of ETM throughout district.				
2	Plan includes statement of purpose to improve student achievement.				
3	Plan includes analysis or needs assessment of situation regarding ETM in local district.				
4	Needs assessment and planning process include input from various stakeholders, students, parents, and educators representing diverse classes.				
5	Plan includes timelines that show evaluation benchmarks to indicate observable change and person(s) responsible for same.				
6	Plan includes procedures for systematic monitoring and evaluation of implementation.				
7	Plan includes timelines (action plans) for implementation of strategies related to all goals and objectives.				
8	Plan includes strategies that reflect community support and involvement.				
9	Plan reflects evaluation procedures that include collection and analysis of data related to student achievement.				
10	Plan shows evidence of annual review process and update by local school system.				

CURRICULUM PLAN COMPONENTS		Yes	No	NI	C
11	Plan includes strategies that address curriculum infusion, resources, and instructional strategies that impact academic achievement through ETM.				
12	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in curriculum, instructional strategies, curriculum infusion, and resources.				
13	Plan includes indication of process for review, revision, and infusion of ETM across curriculum content disciplines.				
14	Plan includes procedures for systematic monitoring and evaluation of implementation.				
15	Plan includes strategies that help schools assess their ETM programs against established achievement benchmarks, MSPAP.				
16	Plan includes timelines for implementation of strategies related to all goals and objectives				
17	Plan includes strategies that will be used to assist students in meeting performance standards, including special strategies to address achievement disparities among minority students.				
18	Plan reflects student achievement outcomes that are measurable, observable, or demonstrable.				

INSTRUCTION PLAN COMPONENTS		Yes	No	NI	C
19	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in methods pertinent to student evaluation.				
20	Plan includes strategies that promote multiple measures of student outcomes, that address students with diverse learning needs.				
21	Plan includes timelines that show critical evaluation benchmarks to indicate observable change and person(s) responsible for same.				
22	Plan reflects evaluations including collection and analysis of data related to student achievement.				
23	Plan includes strategies that address curriculum infusion, resources, and instructional strategies that impact academic achievement through ETM.				
24	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in curriculum, instructional strategies, curriculum infusion, and resources.				
25	Plan includes procedures for systematic monitoring and evaluation of implementation.				
26	Plan includes strategies that will be used to assist students in meeting performance standards, including special strategies to address achievement disparities among minority students.				
27	Plan reflects student achievement outcomes that are measurable, observable, or demonstrable.				
28	Plan includes timelines for implementation of strategies related to all goals and objectives.				

	RESOURCES PLAN COMPONENTS	Yes	No	NI	C
29	Plan includes strategies that address curriculum infusion, resources, and instructional strategies that impact academic achievement through ETM.				
30	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in curriculum, instructional strategies, curriculum infusion, and resources.				
31	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in selection and use of educational resources, or other materials disseminated within school district.				
32	Plan includes procedures for systematic monitoring and evaluation of implementation.				
33	Plan includes timelines for implementation of strategies related to all goals and objectives.				
34	Plan includes strategies that reflect community support and involvement.				
35	Plan includes strategies that will be used to assist students in meeting performance standards, including special strategies to address achievement disparities among minority students.				

	STAFF DEVELOPMENT PLAN COMPONENTS	Yes	No	NI	C
36	Plan includes strategies that address curriculum infusion, resources, and instructional strategies that impact academic achievement through ETM.				
37	Plan includes goals and objectives that demonstrate systemic incorporation of ETM in curriculum, instructional strategies, curriculum infusion, and resources.				
38	Plan includes procedures for systematic monitoring and evaluation of implementation.				
39	Plan includes staff development processes and programs that ensure systemwide implementation of ETM Regulation.				
40	Plan includes timelines for implementation of strategies related to all goals and objectives.				
41	Plan includes strategies that reflect community support and involvement.				
42	Plan includes strategies that will be used to assist students in meeting performance standards, including special strategies to address achievement disparities among minority students.				
43	Plan shows evidence of annual review and update by local school system.				

Reviewer's Comments:

LOCAL SCHOOL SYSTEM

EDUCATION THAT IS MULTICULTURAL

ANNUAL PROGRESS REPORT

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

MARYLAND LOCAL SCHOOL SYSTEM EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION

ANNUAL PROGRESS REPORT

1997-1998

MARYLAND LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION
ANNUAL PROGRESS REPORT

INTRODUCTION

Education That Is Multicultural best serves students when it is systemically implemented. Local school systems are accountable for monitoring the status of full implementation of ETM. This report should reflect both annual progress and the current status of ETM throughout the school system.

FORMAT AND COMPONENTS

By June 30 of each school year each local school system (LSS) shall submit to the Maryland State Department of Education(MSDE) an Annual Progress Report on the implementation of its Five-Year Plan for Education That Is Multicultural as required by the Maryland Education That Is Multicultural (ETM) Regulations (COMAR 13A.04.05). If any additional information is requested, the LSS will submit materials to MSDE by July 30 of the report year. By August 30 of each year MSDE will provide feedback to the LSS on the Progress Report. Each local superintendent shall certify the accuracy of the report as stated in the Regulations (COMAR 13A.04.05.06).

The **Annual Progress Report** shall include the following components. Appropriate ***Report Forms*** (*) are attached for use by local school systems.

1. **Cover Sheet (*)**
2. **Superintendent's Certification Form (*)**
3. **Local School System Implementation Status Report (*)**
4. **Progress Report Narrative(*)**, including the following:
    - Summary of activities implemented during the year related to curriculum, instruction, staff development, and instructional resources
    - Description of how activities relate to the goals and objectives of the local Five-year Plan
    - Description of how the ETM activities relate to student achievement
    - Description of how annual progress has been evaluated by the LSS
5. **Five-Year Plan Revisions(*)**, if any
6. **Summary of On-site Visits** to local schools (optional)
7. **Major Initiatives or Programs Planned (*)**
8. **Supplementary Materials** to document status of the implementation of ETM as described in the report *Narrative* (Examples: ETM course offerings descriptions and syllabi, revised/expanded curriculum guides. ETM content and performance standards, staff development plans and program brochures, policy documents, student performance data, demographic data, etc.)

Annual ETM Progress Reports should be submitted by June 30 to the

Equity Assurance and Compliance Branch
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201 410-767-0433

CHECKLIST FOR LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION
ANNUAL PROGRESS REPORT

School System ____________________________
Report for School Year______________________

Check the components that are included in this report. (*) Forms are provided for your use..

____ **Cover Sheet (*)**

____ **Superintendent's Certification (*)**

____ **Local School System Implementation Status Report (*)**

____ **Progress Report Narrative(*)**

____ **Five-Year Plan Revisions** (if any) **(*)**

____ **Summary of On-Site Visits to Local Schools** (optional)

____ **Major Initiatives or Activities Planned (*)**

____ **Supplementary Materials**
(List specific materials included, such as ETM course offerings descriptions and syllabi, revised/expanded curriculum guides, ETM content and performance standards, staff development plans and program brochures, demographic and student achievement data, policy documents. Use additional paper to list supplementary materials, if needed.)

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MARYLAND LOCAL SCHOOL SYSTEM EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION

ANNUAL PROGRESS REPORT

SCHOOL SYSTEM______________________________

CONTACT PERSON

Name ______________________________

Title ______________________________

Phone______________ **Fax** __________ _____

DATE DUE ______________ **DATE SUBMITTED**______________

The attached report provides accurate information on the status of implementation of the Maryland Regulations on Education That Is Multicultural (COMAR 13A.04.05) for the school year 1997-1998.

MARYLAND LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION
ANNUAL PROGRESS REPORT

SUPERINTENDENT'S CERTIFICATION

SCHOOL SYSTEM ______________________________

REPORT FOR SCHOOL YEAR 1997-98

The attached report provides accurate information on the status of implementation of the Maryland Education That Is Multicultural Regulations (COMAR 13A.04.05) for the school year 1997-1998. As stated in the Regulations, each local superintendent shall certify the accuracy of the Annual Progress Report.

Signature: ____________________________________

Superintendent of Schools

Date: ________

MARYLAND LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL (ETM)
IMPLEMENTATION STATUS REPORT

Local School System: ______________________________

Person(s) Completing Form: ______________________________

Title/Position: ______________________________

Address: ______________________________

Phone: ____________ Fax: ____________ E-Mail: ____________

Date: ______________________________

This form should be completed by an individual(s) designated by the local superintendent.

The following protocols represent criteria for the reporting of the status of Education That Is Multicultural implementation in Maryland local school systems (LSS). The listed categories relate to level of implementation: YES, NO, NI (Needs Improvement). If a check appears in the "C" column, a comment must appear about this item in the "Comments" section at the end of the report form. All "NO" and "NI" items must also include a comment. MSDE may request additional information from local school systems to support this report.

PROTOCOLS	YES	NO	NI	C
I. MISSION/VISION 1. The LSS has a written mission or vision statement that includes issues of diversity and ETM				
2. The mission statement has been communicated to all schools, staff, students, and parents				

PROTOCOLS	YES	NO	NI	C
II. PLANNING 1. The LSS has developed and submitted to MSDE its 5-year plan				
2. The 5-year plan meets the criteria listed in the MSDE Plan Evaluation document				
3. The 5-year plan's contents and focus have been communicated to LSS policy makers including the superintendent, central office staff, and local board of education members				
4. Planning involves educators, parents, students, and community members from diverse groups				
5. The LSS utilizes system-wide disaggregated data on student achievement in the development of its 5-year plan				
III. CURRICULUM 1. The LSS provides Pre-K-12 curriculum which enables students to: a. demonstrate an understanding and appreciation for cultural diversity				
b. apply skills to fully participate in the democratic process of their community, state, nation, and world				
2. The LSS provides curriculum with the following content: a. emphasis on correcting the omissions and misrepresentation of African Americans, Asian Americans, Latinos, Native Americans, women, and individuals with disabilities				
b. history of cultural groups and their contributions in Maryland, the United States, and the world				

PROTOCOLS	YES	NO	NI	C
c. historical events from diverse perspectives				
d. political, social, and economic conditions experienced by cultural groups				
e. exploration of racism, sexism, bias, and prejudice experienced by cultural groups				
3. The LSS provides curriculum which includes opportunities for students to demonstrate the following attitudes and actions: a. valuing one's heritage				
b. valuing the uniqueness of cultures other than one's own				
c. valuing the richness of cultural diversity and commonality				
d. awareness of and sensitivity to individual differences within cultural groups				
e. eliminating stereotypes related to race, ethnicity, region, religion, gender, socio- economic status, age, and individuals with disabilities (the "Diversity Factors" included in the ETM definition)				
4. The LSS curriculum guides and instructional frameworks reflect the components listed above				
IV. INSTRUCTION A. Climate 1. The LSS provides an instructional program that promotes: a. a school climate that reflects the diversity of the community				

PROTOCOLS	YES	NO	NI	C
b. a school climate in which different cultural linguistic patterns are respected				
c. a school climate in which harassment based on any diversity factors is not tolerated				
d. a school climate in which incidents of intolerance or hate/violence based on any diversity factor are addressed in an equitable and timely manner				
e. a school climate in which discipline is administered in an equitable manner for all cultural groups				
f. a school climate that promotes the development of interpersonal skills that prepare students for a diverse workplace				
B. Access and Grouping 1. The LSS promotes grouping of students to reflect cultural diversity				
2. The LSS ensures that a student may not be denied access to equally rigorous academic instruction on the basis of cultural background				
3. The LSS assures that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment				
4. The LSS uses data disaggregated by race and gender to assess inequities in course participation, student placement, and grouping and to make adjustments to assure equity				
5. The LSS assures that student organizations and extracurricular activities are open and accessible to all students				

PROTOCOLS	YES	NO	NI	C
6. The LSS assures that there is equitable representation of diverse groups in special initiatives such as gifted and talented programs and in referrals of students for special education services				
7. The LSS addresses any identified inequities by cultural groups in disciplinary actions such as suspensions and expulsions				
C. Instructional Activities 1. The LSS implements instructional activities which recognize and appreciate students' cultural identities and learning styles				
2. The LSS implements instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal				
3. The LSS implements activities that address racism, sexism, bias, discrimination, and prejudice				
4. The LSS provides opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems				
5. The LSS maintains disaggregated data by race, gender, and socioeconomic status on student achievement at the school system and school levels				
6. The LSS develops strategies to address disparities in student achievement on state and local assessment as identified by use of disaggregated data.				
7. The LSS develops benchmarks to identify progress in addressing disparities in academic achievement reflected in disaggregated data				
8. The LSS reviews system-wide assessments and testing procedures to assure that they are bias free				

PROTOCOLS	YES	NO	NI	C
V. STAFF DEVELOPMENT 1. The LSS staff development plan includes experiences that prepare school system personnel to design. manage. implement. and evaluate ETM				
2. The LSS provides activities: a. which involve professional and support staff in exploring attitudes and feelings about their own cultural identity				
b. to identify instructional strategies. techniques. and materials appropriate for ETM				
3. The LSS provides training: a. in assessing the prior knowledge. attitudes. abilities. and learning styles of students from varied backgrounds in order to develop ETM instructional programs				
b. to recognize and correct stereotyping. discrimination. bias. and prejudice				
c. for fostering greater intergroup understanding				
d. to recognize and correct the omissions and misrepresentations of groups and individuals in curriculum and instruction				
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds				
f. to identify human resources for ETM				
4. The LSS offers a professional development course in ETM. or provides opportunities for staff to participate in courses offered in other Maryland school systems				
5. The LSS supports opportunities for staff to attend and participate in local state. regional. and national ETM conferences. seminars. and workshops				

PROTOCOLS	YES	NO	NI	C
6. Staff development includes involvement of all staff (central office, administrators, school board members, support staff, teachers, teacher aides, bus drivers, custodians, cafeteria workers ...)				
7. Staff development includes a focus on cultural awareness and sensitivity, respect and affirmation of diversity and commonality, human relations and interpersonal/inter- cultural communications skills				
8. All LSS approved professional development workshops and courses include an ETM focus				
9. Teacher evaluation instruments include item(s) related to effective ETM instructional skills				
10. The LSS maintains a professional library that includes current professional development references for teachers and administrators on education that is multicultural				
VI. INSTRUCTIONAL MATERIALS AND RESOURCES 1. The LSS uses resource organizations and materials that promote cultural and ethnic understanding				
2. The LSS uses instructional materials which reinforce the concept of the United States as a pluralistic society within a globally inter- dependent world, while recognizing our common ground as a nation				
3. The LSS incorporates multicultural instructional materials in all subject areas				
4. The LSS involves parents and community members from diverse backgrounds as resources				
5. The LSS maintains an ETM Resource Center or a mechanism for disseminating information to schools about current exemplary ETM instructional materials				

PROTOCOLS	YES	NO	NI	C
6. The LSS provides instructional resources that assist students in demonstrating an understanding of an appreciation for cultural groups				
7. The LSS maintains a process for selection of ETM resources that includes all of the following criteria: a. materials that avoid stereotyping, discrimination, bias, and prejudice				
b. materials that reflect the diverse experiences relating to cultural groups and individuals				
c. materials in all content areas that represent society as multicultural				
d. human resources to help students demonstrate an understanding of cultural diversity				
VII. PHYSICAL ENVIRONMENT 1. Schools, central office buildings, and satellite locations are barrier free and accessible for people with disabilities				
2. LSS buildings physically reflect diversity in displays and materials				
VIII. POLICIES 1. The LSS has written policies that prohibit discrimination against students and staff based on the diversity factors				
2. Non-discrimination policies and statements are disseminated to all schools and included in staff and student handbooks and publications				
3. The district has established procedures for students and staff to report discrimination complaints based on any of the diversity factors				

PROTOCOLS	YES	NO	NI	C
4. LSS policies are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin. ethnicity), Title IX of the Education Amendments of 1972 (gender), and Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (disability)				
5. All district publications use bias free and gender fair language and visual images that reflect cultural diversity				
IX. COMMUNITY OUTREACH 1. The LSS actively involves parents, community members. and resource organizations that reflect diversity in developing policies and strategies to address ETM issues				
2. Communications for parents and community members are available in languages other than English where appropriate. as well as in alternative formats for persons with disabilities				
3. LSS functions are held in facilities that are accessible to individuals with disabilities				
X. PERSONNEL 1. Equitable hiring and promotion practices are proscribed in district publications				
2. LSS staffing reflects the diversity of the composition of the school community				
3. Hiring practices include outreach, recruitment. and retention that reflect the diverse representation of the jurisdiction in which the school system resides				
4. Specific staff member(s) are designated to coordinate the implementation of ETM within the LSS				

COMMENTS

These comments relate to specific numbered and lettered items in this document that received a "NO" or "NEEDS IMPROVEMENT" rating. Provide the number and letter of each item (example: III .1 .a -).

PROGRESS REPORT NARRATIVE FORMAT
LOCAL SCHOOL SYSTEM EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION

This form presents general *guidelines* for the completion of the **NARRATIVE** section of the school system Annual ETM Progress Report. Use additional paper to provide the requested narrative information.

School System ______________________________________

School Year _____________

PROGRAMS AND ACTIVITIES IMPLEMENTED

List the major programs and activities of the school system for the school year in each of the areas noted below. These are the specific areas designated in the *Education That Is Multicultural Regulations*. Also provide brief descriptions of how the ETM activities relate to the Five-Year Plan and student achievement, and of how the LSS evaluated its annual progress.

I. SUMMARY OF PROGRAMS AND ACTIVITIES

   A. Curriculum

   A. Instruction

   B. Staff Development

   C. Instructional Resources

II. DESCRIPTION OF HOW ACTIVITIES RELATE TO THE GOALS AND OBJECTIVES OF THE FIVE-YEAR PLAN

III. DESCRIPTION OF HOW ETM ACTIVITIES RELATE TO STUDENT ACHIEVEMENT

IV. DESCRIPTION OF HOW PROGRESS HAS BEEN EVALUATED BY LSS

V. OTHER (optional)

IMPLEMENTATION OF EDUCATION THAT IS MULTICULTURAL ANNUAL PROGRESS REPORT

FIVE-YEAR PLAN REVISIONS

School System____________________________

School Year _______________

If any revisions have been made to the LSS Five-Year Plan, please describe below.

LOCAL SCHOOL SYSTEM
EDUCATION THAT IS MULTICULTURAL FIVE-YEAR PLAN IMPLEMENTATION

ANNUAL PROGRESS REPORT SUMMARY

MAJOR INITIATIVES OR PROGRAMS PLANNED

List the major initiatives or programs planned for the coming school year. Include information that demonstrates the relationship of multicultural initiatives and activities to enhancing student achievement.

School System____

School Year ______________________

ELEMENTARY AND SECONDARY SCHOOL EDUCATION THAT IS MULTICULTURAL EVALUATION

Maryland State Education That Is Multicultural Advisory Council
Maryland State Department of Education

MARYLAND ELEMENTARY AND SECONDARY SCHOOL EDUCATION THAT IS MULTICULTURAL EVALUATION

FOR YOUR INFORMATION

The attached evaluation form is a resource for use by individual schools in self-assessing their progress in implementing programs and activities related to education that is multicultural and student achievement. The protocols were developed in 1998 by the Maryland State Advisory Council on Education That Is Multicultural. A local school system may request individual schools to complete the form as part of an assessment of system-wide progress, or schools may choose to complete the form individually. This form is not a requirement of Maryland's Education That Is Multicultural Regulations.

MARYLAND ELEMENTARY AND SECONDARY PUBLIC SCHOOL EDUCATION THAT IS MULTICULTURAL (ETM) PROTOCOLS EVALUATION FORM

School: ____________________

Local School System: ____________________

Principal: ____________________

ETM Local Contact Person: ____________________

Title/Position: ____________________

Address: ____________________

Phone: ____________________ **Fax:** ____________________

Reviewer: ____________________

Title/Position: ____________________

Date: ____________________

The following protocols represent criteria for the assessment of Education That Is Multicultural implementation in Maryland public schools. All italicized items are taken directly from the Maryland Education That Is Multicultural regulation (COMAR 13A.04.05). The listed assessment categories relate to level of implementation: YES, NO, NI (Needs Improvement). A check in the "C" column indicates that a comment appears about this item in the "Comments" section at the end of the report form. All NEEDS IMPROVEMENT items will include a comment.

PROTOCOLS	YES	NO	NI	C
I. MISSION/VISION 1. The school has a written mission or vision statement that includes issues of diversity and ETM				
2. The school's mission statement has been communicated to all staff, students, and parents				

PROTOCOLS	YES	NO	NI	C
II. CURRICULUM 1. Practices and programs promote values, attitudes, and behaviors which promote cultural sensitivity a. curriculum guide content includes information regarding history of cultural groups and their contributions in Maryland, the United States, and the world				
b. different cultural views of history are represented ... ETM infusion is visible in all subject areas				
c. school improvement plans and procedures reflect applications of culturally sensitive planning				
2. Children from varied cultural and socioeconomic backgrounds are successful participants and performers in all classes and programs available in the school a. a committed demonstration of high expectations for all children is visible				
b. all children are achieving at grade level or better				
3. The curriculum includes opportunities for children to demonstrate the following attitudes and behaviors: a. valuing one's heritage				
b. valuing the uniqueness of all cultures				
c. valuing difference and commonality in cultural diversity				
d. eliminating stereotypes related to race, ethnicity, gender, religion, socioeconomic status, and individuals with disabilities				

PROTOCOLS	YES	NO	NI	C
III. INSTRUCTION **A. Climate** 1. The LEA provides an instructional program that promotes: a. a school climate that reflects the diversity of the community				
b. a climate in which linguistic patterns are respected				
c. an inclusive climate within which teachers teach to students' needs and learning styles to insure maximum student achievement				
d. a school climate in which discipline is administered in an equitable manner for all cultural groups				
e. an inclusive climate in which students instructional staff, support staff, and parents are made to feel welcome and actively involved				
f. a climate in which incidents of intolerance or hate/violence based n any diversity factor are addressed in a timely and fair manner				
B. Access and Grouping 1. The school groups students in ways which reflect cultural awareness and sensitivity				
2. The school demonstrates that all students are given access to equally rigorous academic instruction regardless of cultural background				
3. The school demonstrates that all students with disabilities are afforded access to classes and programs in the least restrictive environment				

PROTOCOLS	YES	NO	NI	C
4. The school disaggregates data in order to assess inequities in the academic program, student placement, and grouping for instruction -- adjustments are made where necessary to assure equity				
5. The school demonstrates that student organizations and extracurricular activities are open and accessible to all students				
6. The school demonstrates that there is equitable representation of all cultural groups in gifted and talented programs and in referrals of students for special education services				
7. The school addresses all inequities in disciplinary actions identified as disproportionately affecting cultural minorities				
C. Instructional Activities 1. The school uses instructional activities which recognize and appreciate students' cultural identities and learning styles				
2. The school uses instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal				
3. The school uses activities which address racism, sexism, bias, discrimination, and prejudice				
4. The school provides opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems				
5. The school disaggregates data to identify disparities in student achievement on state and local assessments and develops strategies to address those disparities				

PROTOCOLS	YES	NO	NI	C
6. The school evaluates assessments and testing procedures to assure that they are bias free				
IV. STAFF DEVELOPMENT 1. Staff development includes experiences that prepare school personnel to design, manage, implement, and evaluate ETM				
2. The school program provides activities: a. which involve professional and support staff in exploring attitudes and feelings about their own cultural identity				
b. to identify instructional strategies, techniques, and materials appropriate for ETM				
3. The school program provides training: a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop ETM instructional programs				
b. to recognize and correct stereotyping, discrimination, bias, and prejudice				
c. for fostering greater intergroup understanding				
d. to recognize and correct the omissions and misrepresentations of groups and individuals in curriculum and instruction				
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds				
f. to identify human resources for ETM				

PROTOCOLS	YES	NO	NI	C
4. School staff has participated in a professional development course in ETM				
5. The school supports opportunities for staff to attend and participate in local state, regional, and national ETM conferences, seminars, and workshops				
6. Staff development includes involvement of all staff (support staff, teachers, teacher aides, bus drivers, custodians, cafeteria workers ...)				
7. Staff development includes a focus on cultural awareness and sensitivity, respect and affirmation of diversity and commonality, human relations and interpersonal/inter- cultural communications skills				
8. All school planned professional development workshops and courses include an ETM focus				
9. Teacher evaluation instruments include item(s) related to effective ETM instructional skills				
10. The school maintains current professional development references for teachers and administrators on education that is multicultural				
V. INSTRUCTIONAL MATERIALS AND RESOURCES 1. The school uses resource organizations and materials that promote cultural and ethnic understanding				
2. The school uses instructional materials which reinforce the concept of the United States as a pluralistic society within a globally inter-dependent world, while recognizing our common ground as a nation				

PROTOCOLS	YES	NO	NI	C
3. The school incorporates multicultural instructional materials in all subject areas				
4. The school involves parents and community members from diverse backgrounds as resources				
5. The school maintains ETM Resources about current exemplary ETM instructional materials				
6. The school provides instructional resources that assist students in demonstrating an understanding of an appreciation for cultural groups				
7. The school has a process for selection of ETM resources that includes all of the following criteria: a. materials that avoid stereotyping, discrimination, bias, and prejudice				
b. materials that reflect the diverse experiences relating to cultural groups and individuals				
c. materials in all content areas that represent society as multicultural				
d. human resources to help students demonstrate an understanding of cultural diversity				
VI. PHYSICAL ENVIRONMENT 1. The school is barrier free and accessible for people with disabilities				
2. The school building environment physically reflects diversity in displays and materials				

PROTOCOLS	YES	NO	NI	C
VII. POLICIES 1. The school has written policies and practices that prohibit discrimination against students and staff based on the diversity factors				
2. Non-discrimination policies and statements are included in staff and student handbooks and publications				
3. The school has established procedures for students and staff to report discrimination complaints based on any of the diversity factors				
4. School policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title IX of the Education Amendments of 1972 (gender), and Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (disability)				
5. All school publications use bias free and gender fair language and visual images that reflect cultural diversity				
VIII. COMMUNITY OUTREACH 1. The school actively involves parents, community members, and resource organizations that reflect diversity in developing policies and strategies to address ETM issues				
2. Communication for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities				
3. School functions are held in facilities that are accessible to individuals with disabilities				

PROTOCOLS	YES	NO	NI	C
IX. PERSONNEL 1. Equitable hiring and promotion practices are evident				
2. School staffing reflects the diversity of the composition of the school community				
3. Hiring practices include outreach, recruitment, and retention that reflect the diverse representation of the jurisdiction in which the school resides				
4. Specific staff member(s) are designated to coordinate the implementation of ETM within the school				

COMMENDATIONS AND RECOMMENDATIONS

Commendations
Special strengths and exemplary ETM district programs or initiatives

Recommendations
Suggestions for improvement or additional development

STATEWIDE EDUCATION THAT IS MULTICULTURAL IMPLEMENTATION PROGRESS

The following section details progress in implementation of the Education That Is Multicultural Regulations at the state level. It provides brief descriptions of the work and products of the Maryland State Department of Education(MSDE) and the Maryland Education That is Multicultural Advisory Council, which acts under the authority of MSDE. The section concludes with a summary of the MSDE Action Plan for 1997-2000.

- **Maryland Education That Is Multicultural Advisory Council: Summary of Activities**
- **Maryland State Department of Education Implementation of Education That Is Multicultural**
- **Summary: Maryland State Department of Education Action Plan 1997-2000**

Maryland Education That Is Multicultural Advisory Council: Summary of Activities

In 1992, the State Superintendent appointed a Maryland Task Force on Education That Is Multicultural, comprised of representatives from 24 school systems and the Maryland State Department of Education. The Task Force was formed for the purpose of rewriting the *Ethnic and Cultural Minorities Regulation* originally adopted in 1970 and amended in 1979 and 1989. The *Ethnic & Cultural Minorities Regulation* was repealed in 1993, and the *Education That is Multicultural* (ETM) *Regulations* were adopted in 1993 and amended in 1994. The Task Force met until 1996 to assist local school systems.

In 1997, the State Superintendent reorganized the Task Force as the Maryland State Education That Is Multicultural (ETM) Advisory Council. This council, with representation from each Maryland school system, MSDE, higher education, and the Maryland Chapter of the National Association for Multicultural Education, has met monthly and developed policies, recommendations, procedures, and resources to assist educators in the implementation of Education That Is Multicultural. Listed below are the major activities of the ETM Council in 1997-98.

1. Developed protocols for assessing the status of system-wide and school-wide implementation of education that is multicultural (ETM) programs in Maryland

2. Developed guidelines and a format for Local School System Annual Progress Reports on Education That Is Multicultural

3. Developed an instrument for MSDE to use in providing feedback to local school systems on their five-year ETM plans

4. Developed guidelines for FTM preservice and inservice course for use by local school systems and Maryland colleges of education

5. Compiled and distributed to all Maryland public schools *Multicultural Connections*, an annotated resource directory for educators listing national and state resources related to education that is multicultural

6. Developed an instructional materials evaluation form and guidelines for local school systems to use in assessing the multicultural appropriateness of instructional materials

7. Provided technical assistance to local school systems on ETM plan development

8. Complied statewide disaggregated data related to student achievement

9. Prepared a *Report on the Status of Implementation of Education That Is Multicultural in Maryland.* This report includes summaries of activities implemented in each school system

10. Prepared a *Report on the Status of Minority Student Achievement in Maryland*

In 1998-99, the Council's major activities will include:

1. Publication of a document highlighting exemplary and promising state and local programs and practices related to ETM and enhancing minority student achievement
2. Assistance to local school systems with the preparation of new five-year ETM plans to be submitted in 1999
3. Recognition of Maryland educators and community organizations who have made outstanding contributions to enhancing education that is multicultural and minority student achievement
4. Development of a comprehensive Education That Is Multicultural Course to offer for use throughout the state

MARYLAND STATE DEPARTMENT OF EDUCATION IMPLEMENTATION OF EDUCATION THAT IS MULTICULTURAL

The Maryland State Department of Education's (MSDE) implementation of Education That Is Multicultural focuses on linking ETM with student achievement. MSDE has implemented several programs and activities related to Education That Is Multicultural (ETM). Major ETM activities included the following:

1. Designed, developed, and disseminated to all local school systems a two-volume curriculum guide, *New Perspectives in Intergroup Education*.

2. Established a MSDE Cross-Divisional Task Force on Education That Is Multicultural in order to implement the ETM Regulations more effectively across the agency. This Task Force consists of representatives from each division in the agency.

3. Provided technical assistance to local school systems in developing their initial ETM Five Year Plans and maintained a file of all 24 school system's plans.

4. Provided two-week intensive trainer-of-trainer ETM professional development courses for Maryland educators statewide. These college level courses, offered annually in the summer, were collaboratively sponsored by MSDE, a local school system, and the University of Maryland. Courses were presented in several counties, as well as for correctional education staff.

5. Provided ETM technical assistance to local school systems through workshops, conferences, and consultations.

6. Established an MSDE Equity/Multicultural Resource Center with print and non-print materials for loan to educators on a variety of topics. Both curricular resources and professional reference materials are housed at the Resource Center.

In 1998-99, MSDE's major activities will include:

1. Review of MSPAP assessments for multicultural content

2. Review of MSDE Content Area Standards for inclusion of a multicultural focus

3. ETM professional development activities for MSDE staff

4. Technical assistance on ETM to local school systems

SUMMARY
MSDE ACTION PLAN 1997-2000
IMPLEMENTATION OF EDUCATION THAT IS MULTICULTURAL (ETM) REGULATIONS

In 1997, MSDE prepared a long-range plan related to implementation of the state ETM Regulations (COMAR13A.04.05). A brief overview is presented below.

Plan implementation is facilitated by the Equity Assurance and Compliance Branch (EACB) and coordinated by the MSDE Cross-Divisional ETM Task Force. Individual MSDE divisions also have responsibilities related to specific activities. The State ETM Advisory Council provides input into plan implementation.

The Goals addressed in the Plan are:

- *To infuse an ETM focus into all MSDE programs and initiatives*
- *To support local school systems in implementing their Five-Year ETM Plans*

INTERNAL MSDE ACTIVITIES

1. Maintain a Cross-Divisional Task Force to assure agency-wide implementation of ETM
2. Provide information through the MSDE Task Force to assistant superintendents in each division and solicit feedback for inclusion in Task Force planning
3. Collect and analyze disaggregated data to link ETM with state student achievement and school improvement initiatives
4. Review new content standards and core learning goals to assure ETM content
5. Review MSPAP tasks for ETM content
6. Provide ETM input into High School Assessment development
7. Provide professional development activities for MSDE staff (based on needs identified in the 1997staff survey)
8. Provide updates on ETM to MSDE's Executive Team

EXTERNAL ACTIVITIES – ASSISTANCE TO LOCAL SCHOOL SYSTEMS

1. Provide ongoing technical assistance on ETM and student achievement to local school systems
2. Compile and distribute information statewide on exemplary ETM and student achievement programs and initiatives
3. Review local school system Annual ETM Progress Reports and provide feedback
4. Provide guidelines to local school systems in the development of their new Five-Year ETM Implementation Plans (due June 30, 1999)
5. Review new Five-Year Plans and provide feedback to local school systems
6. Distribute information to local school systems about the cross-referencing of ETM Goals with revised state instructional content standards
7. Maintain an ETM Resource Center for use by local school systems
8. Update the *Multicultural Connections Resource Directory* and disseminate new resource information to local school systems

EDUCATION THAT IS MULTICULTURAL
LOCAL SCHOOL SYSTEMS
FIVE-YEAR PLAN AND PROGRESS SUMMARIES

INTRODUCTION

The Maryland Education That Is Multicultural (ETM) Regulations require each school system to develop ETM long-range plans on a 5-year cycle. The first cycle is from 1994-1999, with the second cycle plan due in 1999 to be implemented in the year 2000. Each school system's current five-year plan is on file in the Equity Assurance and Compliance Branch at the Maryland State Department of Education.

The ETM Regulations also require local school systems to submit to MSDE Annual ETM Progress Reports. Comprehensive progress reports for 1997-1998 from all school systems are due on June 30, 1998.

Following are summaries submitted by local school systems reporting details of their current Five-Year Plans and progress for 1997-1998. These summaries reflect a sampling of ETM activities implemented by individual school systems. Programs include such activities as:

- systemwide staff development on ETM
- inclusion of ETM strategies in school improvement plans
- expansion of curricula to include more multicultural content
- establishment of ETM instructional resource centers
- development of student programs to address issues of bias and promote the valuing of diversity

Five-year plans due in 1999 should emphasize analysis of dissaggregated data in identifying needs and development of strategies directly related to enhancing student achievement.

ALLEGANY COUNTY PUBLIC SCHOOLS

Five-Year Plan Summary

The Board of Education of Allegany County is working to develop a collective mind-set that Education That Is Multicultural is paramount to student success. To achieve this staff development with central office, building level administrators and classroom teachers is a major component to effect positive change.

While our current five-year plan is a good first effort, there are several areas that need to be addressed with more specificity and with a broader degree of staff inclusion. We now have a new superintendent in Allegany County who brings a different perspective to integrate Character Education with Education That Is Multicultural. Students who experience changes set forth by our system in consultation with parents and community leaders will achieve greater successes. Multicultural education continues to be infused into all curricular areas with the support and guidance of our educational professionals. In addition, more training will also be offered for the support staff of Allegany County.

Update of Progress 1997-1998

1. We are utilizing the seven Correlates of Effective Schools to affect change. The correlates are: Safe and Orderly Environment, Climate of High Expectation, Instructional Leadership, Clear and Focused Mission, Opportunity to Learn and Student Time on Task, Frequent Monitoring of Student Progress, Positive Home School Relations.

   There are three sub-teams of the School Improvement Teams - Climate Committee, Parent, Business and Volunteer Committee, Student Achievement Committee. All 24 schools have representation on these teams. These teams have separated out the data from the effective schools and utilize it based on their team's goals.

2. Training provided for food service staff included a survey which emphasized climate issues.

3. New teacher training emphasizes strategies for improving the classroom climate as teaching students how to get along with each other.

4. The County Student Government just completed an original credit summer school survey to determine student interest. Particular emphasis was placed on economically deprived students.

5. The five-year plan will be re-written to give greater emphasis to Character Education.

6. During the month of February, approximately 700 juniors and seniors were taken to see the movie Amistad. Pre and post activities related to the viewing of the film occurred.

7. In March, for Women's History Month, there is a major collaboration between the Social Studies Council and numerous community groups to feature the play "Rosie" presented by the Baltimore Museum of Industry. Students will conduct oral history interviews with

homemakers who kept the home front moving when the men went to war.

8. We are currently assessing disaggregated data from MSPAP and implications for change in curriculum, instruction, and teacher training.
9. A mini-grant is being written for the Maryland History Day Program. Emphasis will be on the history of black Americans in Allegany County.

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

In accordance with the state regulations on Education That Is Multicultural, Anne Arundel County Public Schools formed a large and diverse task force in 1994, chaired by Art Smelkinson, Specialist for Staff Development. The directive was to conduct a system-wide needs assessment, then design and draft a four-year staff development action plan in response to the assessed needs based on interviews, research, and surveys. The task force discerned four component areas of multiculturalism that needed to be addressed by all schools to ensure equity and excellence in education: curriculum; living skills; instruction; and resources. More specifically, the task force identified four annual outcomes to be realized within each component area, with the understanding that the following provisions are met: (1) all schools integrate into their school improvement plan mechanisms for achieving each outcome, to include ongoing staff development (e.g., collegial sharing, peer observation, and action research); (2) accountability will be assured via administrative observation and evaluation of teachers on a school-wide basis, and central office conferencing and evaluation of principals on a county-wide basis; (3) parental and community involvement will occur consistently through outreach programs to such groups as the CAC and PTA; additionally, parents and community personnel will be used as instructional resources to classroom teachers; and (4) a county-wide staff development model will be put in place to facilitate and support this systemic multicultural reform.

As to the last item, the following is an explanation of the county-wide staff development model that currently is in its second year of implementation, and that has enjoyed both local and statewide acclaim. Each school [principal] has identified two key players, called multicultural "liaisons" based on the following criteria: excellent leadership and staff development skills; highly respected by their respective faculties; a predisposition toward diversity. One liaison is an administrator (principal, assistant principal, administrative intern); the other, a teacher (or guidance counselor or media center specialist). The liaisons report to the Staff Development Center at Carver twice throughout the school year to receive training of trainers in the four component areas identified by the task force. They leave the Staff Development Center empowered with the resources (books, training outlines, blackline masters), knowledge, and skills necessary to collaborate on and conduct effective school-based staff development on the topics addressed. Follow-up support is provided by the Office of Staff Development through regular articulation with liaisons, further elaboration and material support when requested, and on-site visitation when necessary.

BALTIMORE CITY PUBLIC SCHOOLS

Prior to the initiation of MSDE's **Education That Is Multicultural Regulations** in 1995, the system emphasized multicultural education with a concentration on African/African-American perspectives. Following a needs assessment of all stakeholders, the Five-Year Plan was developed by the Multicultural Advisory Committee.

Curriculum: Content of all cultures has been infused into the curriculum in all disciplines at varying degrees, based on ETM's guidelines and the BCPSS philosophy which states that: "All cultural content and historical contributions of all existing cultures must be valued equally, without imposing hierarchical superiority or inferiority on any culture. Therefore, no single culture or member of any ethnic group can be considered intellectually or physically inferior or superior to another, using group identity as the critical assessment tool." Dr. James Banks' "Levels of Infusion" is evident in curriculum and instruction.

Instruction: Daily instruction supports maintenance of equitable classrooms, student achievement, positive social interaction. Attention to diversity factors, learning styles, contextualization, conflict resolution, and cultural empowerment is stressed. Teachers are expected to focus learning experiences so as not to have students adopt or adapt to an oppressive or unjust society, but to equip them with knowledge, skills, and abilities that will prepare them to succeed, and work aggressively to eradicate social ills in our society, now and into the 21st century. Respective schools have special activities, and system extracurricular activities address multicultural concepts. The Cultural Academic Program provides many presentations.

Instructional Materials: Annual reviews and evaluations of instructional materials, print and non-print, are made resulting in the development of recommended lists that support instruction. A multicultural library is available for staff, and multicultural materials are expected to be in school media centers. Evaluation criteria are available upon request.

Staff Development: The concepts of ETM have been introduced to all stakeholders and annual staff development efforts address multicultural concepts. Special sessions, seminars, and specific courses, general and discipline specific, are offered for new teachers, veteran teachers, and administrators at all levels by the system, community organizations, and institutions of higher education. A credit bearing Summer Study Series that provide foreign travel opportunities is available for staff. A Fall Study Series is offered through the Office of Humanities.

Parent/Community Involvement: Parents are informed through schools, area offices, and central office. Parent/community and system collaborations are evident, but more concentration is needed in this area.

The BCPSS has been in a status of transition during the 1997-1998 school year and plans for current and future learning experiences include multicultural concepts. The system's Master Plan Multicultural Advisory Committee will include all stakeholders more strategically in program implementation.

BALTIMORE COUNTY PUBLIC SCHOOLS

The mission of the Baltimore County Public Schools is to provide a quality education for all students--one that develops the skills, abilities, and attitudes that will enable them to succeed now and in the future. BCPS's *Education That Is Multicultural: Five-Year Implementation Plan* (*The Five-Year Plan*) is a major instrument and process to support this mission. The *Five-Year Plan* defines BCPS' efforts to comply with the Maryland State Department of Education's *Education That Is Multicultural* regulations. The *Five-Year Plan* focuses on the school system's commitment to providing students an equal and equitable education and emphasizes the BCPS's strategy to successfully address the increasing diversity of its students and community.

The responsibility for developing, updating, and assisting with the continuous monitoring of Baltimore County's Five-Year Plan rests with the *FIVE-YEAR Plan* Committee. Its membership is comprised of students, school system personnel, and community members who examine changes that occur in curriculum, instruction, resources, and staff development.

An analysis of baseline data used to drive the *Five-Year Plan* indicated a significant change in the socioeconomic status, language, and cultural diversity of Baltimore County's student population. The data also exposed widening gaps in student achievement. Results of student and teacher climate surveys pointed to the need for greater cultural awareness and acceptance.

BCPS obtained feedback on the present status of implementation of the *Five-Year Plan* by examining current written and oral reports from school system offices, schools, multicultural liaisons, course evaluations, responses to the African American Advisory Group report, etc. There are ongoing efforts to revise the BCPS Essential Curriculum to ensure its inclusivity and reflection of diversity, and a multicultural resource library has been established. The course, Providing Education That Is Multicultural, for teachers and administrators has been developed and is being conducted in each of the system's five geographical areas, along with a train-the-trainers course in multicultural education. Courses in multicultural education are also being conducted in collaboration with area colleges. Schools participate in numerous multicultural workshops, seminars, lectures, field trips, and foreign student exchange programs.

Programs and workshops that focus on multicultural inclusion have been held for system staff, students, and parents. Many multicultural initiatives are done in concert with community organizations such as colleges, museums, and businesses.

BCPS continues to face the challenge of closing the student achievement gap, increasing participation of all students, and continuing to move multicultural infusion to higher levels. BCPS also confronts the challenge of ensuring that the *Five-Year Plan* reflects the reality of programs and efforts occurring throughout Baltimore County Public Schools.

CALVERT COUNTY PUBLIC SCHOOLS

The vision of Calvert County Public Schools is to promote education that is multicultural via recognizing, understanding and accepting the interdependence of individuals in terms of their uniqueness and cultural diversity within a highly technological global society.

As a result of a countywide needs assessment administered in the spring of 1995, goals and objectives were determined. The goals and objectives are outlined below and are still appropriate for this school year.

Goals and Objectives:

- To develop in the students and staff of Calvert County Public Schools an understanding, appreciation, and awareness of the history, culture and contributions to society of the major cultural groups represented in our society.
- To ensure that students have the opportunities, access, resources and support needed to develop the knowledge, skills and work habits required to become productive members of society.
- To infuse throughout the Pre K-12 curriculum of Calvert County Public Schools information about the history, culture and contributions to society of the diverse groups which comprise our community along with instructional activities that support multicultural education.
- To select and/or develop instructional materials that are consistent with the learning outcomes in the new curriculum materials that present a multicultural perspective and are free from stereotypical views and biases.

Countywide Initiatives that support education that is multicultural

- Character Education
  Calvert County Public Schools recognizes the need for students as well as staff to possess and model quality character. The character education program within the schools focuses students and staff to internalize a specific character trait monthly throughout the school year. These traits include responsibility, caring, respect, perseverance, understanding, fairness, justice, honesty, sharing and many more. Each school focuses on the monthly trait in their own way. Students and staff are asked to take time to recognize ways in which these traits can be exhibited. Education that is multicultural has to embrace most of these traits if it is going to truly celebrate and highlight the uniqueness and variety of individuals and groups.

- Core Knowledge
  Within our elementary and middle schools, students are learning about global diversity in the area of social studies. Students have learned about various cultures in places such as Rome, India, Japan, African countries and other places. An appreciation for the differences and contributions of these cultures is being experienced daily.

CAROLINE COUNTY PUBLIC SCHOOLS

The mission statement of the Caroline County Public Schools states that "in partnership with family and community, the Caroline County Public Schools will motivate and challenge students to attain educational excellence." This belief is the premise upon which our Educationt That Is Multicultural ETM Plan is based. Our ETM Plan is the "road map" in providing equal opportunity for all students to receive a quality education and to become productive citizens in our global society. Our plan was developed by a Multicultural Steering Committee consisting of various stakeholders.

The ETM Plan for Caroline County Public Schools focuses on the areas of curriculum, instruction, staff development, and instructional resources. In the area of curricula, revisions (PreK - 12) in all subject areas have been completed to ensure that multicultural components are infused in the curriculum in an effort to assist students in fostering an understanding of, and an appreciation for, cultural groups. In the area of instruction, individual schools have included an Education That Is Multicultural goal in their school improvement plans. Through the use of technology, each principal has access to student data, such as testing, grades, attendance, etc., which can be disaggregated by special populations (race, gender, special education, Maryland's Tomorrow, free/reduced lunch). Each School Improvement Team identifies instructional practices to promote success for all students. To best meet the needs of the teachers and students, staff development is tailored to each school. Additionally, staff training in the area of multicultural education is ongoing. Also, for the purposes of designing and implementing lessons which infuse multicultural perspectives, each school has established a multicultural reference resource center to be utilized by professional staff. Minority recruitment efforts have been increased in an effort to provide role models which reflect the cultural diversity of our society. An evaluation process is utilized to ensure that instructional resources selected foster a respect for all people and cultures.

The Education That Is Multicultural Action Plan for the Caroline County Public Schools ensures success for all students in a school climate which is accommodating, fair, and equitable. We are committed to demonstrating high expectations for all students as they strive to achieve education excellence.

CARROLL COUNTY PUBLIC SCHOOLS

Carroll County's Strategic Plan for Education That Is Multicultural was developed by a countywide steering committee made up of educators, students, parents, and representatives from businesses and professional organizations. The plan's seven goals, listed below, parallel the goals in Maryland's Education That Is Multicultural Regulations. Each of the goals has specific objectives, activities, milestones, and accountability standards.

- Provide curriculum in all content areas that enables students to develop and demonstrate an understanding of, and appreciation for, cultural groups in Maryland, the United States and the world.
- Provide an educational climate which develops the valuing of cultural groups and provides opportunities for students to demonstrate attitudes and actions as an integral part of education for a culturally pluralistic society.
- Provide multicultural instruction that promotes academic achievement and enables students to develop an understanding of, and appreciation for, cultural groups.
- Provide staff development experiences that prepare school system personnel to design, implement, manage, and evaluate multicultural education.
- Provide instructional resources which assist students in demonstrating an understanding of, and appreciation for, cultural groups in Maryland, the United States, and the world.
- Establish a countywide steering committee for Education That Is Multicultural.
- Establish a steering committee in each school for Education That Is Multicultural.

Carroll County is proud of the progress made in implementing the regulations and promoting the concept of multicultural education. The Board of Education of Carroll County, recognizing the importance of this program as a tool to promote a positive learning environment and the academic achievement of all students, made the implementation of the regulations, in both letter and spirit, one of the goals of the Carroll County Public School Improvement Plan. Multicultural concepts are also inherent in Carroll County's mission statement and in its belief and values statement.

While not all goal milestones in the plan have been met, progress has been made in accomplishing each of the seven goals. Significantly, each school in Carroll County has developed a multicultural education plan and has a group in place, either as a subcommittee of their school improvement team or as a separate committee, to develop multicultural programs and activities, and to evaluate the school's progress in achieving the goals of its plan. Staff development activities have been presented to principals, central office staff, and teachers, and continued staff development opportunities are planned. There has been an increase in the number of multicultural activities provided by schools at all levels for students and their parents. During the last two years, hundreds of Carroll County high school students have had the opportunity to participate in Multicultural Leadership Conferences, co-sponsored by the CCPS and Carroll Citizens for Racial Equality. Plans are being made to expand this effort to middle school students.

CECIL COUNTY PUBLIC SCHOOLS

I. **Curriculum** - A county-wide curriculum council is being formed in Cecil County. The purpose is to formulate guidelines for curriculum. As part of these guidelines, the multicultural component is to be addressed with any new curriculum that is developed.

II. **Instruction** - We are encouraging teachers to look at the area of multicultural education as an inclusive part of the educational process. More emphasis and follow up is needed in this area.

III. **Staff Development (county wide)** - We have had an inservice day entirely devoted to multicultural education.

IV. **Instructional Resources** - The County Multicultural Advisory Committee has developed a resource booklet that we hope will be approved by board personnel, to be distributed to each school.

V. **Personnel/Roles & Responsibilities** - This is an area where we feel we need more direction. The district office has expressed a difficulty in hiring minority candidates, despite recruitment efforts. Suggestions on ways to hire qualified minority candidates are welcomed.

VI. **Other** - Based on James Banks' model, "Integrating the Curriculum with Ethnic Content: Approaches and Guidelines," the following is a summary of the discussions, activities, and plans of the ETM Steering Committee for Cecil County Public Schools:

1. The Multicultural Steering Committee, including School Improvement Teams, distributed a needs assessment survey to staff, parents, and students.
2. Formed sub-committees including: Human Resources, Staff Development, Curriculum and Instruction, Community Outreach, and School Improvement Liaison.
3. Asked each school's SIT to include a multicultural component in its School Improvement Plan.
4. Trained faculty and staff to recognize and correct stereotyping, discrimination, bias, and prejudice via sensitivity trainers.
5. Presented the MSDE Bylaw and the Banks Model to all faculty members and administrators.
6. Prepared a budget for the implementation of the Banks model.
7. Constructed a measuring device to determine if faculty had included multicultural activities in their instructional practices.

8. Solicited multicultural lesson plans from staff throughout the system. These materials are being organized into a resource book to be distributed to each school.

9. Disseminated a multicultural list of materials to schools from Central Media Services.

10. Reviewed multicultural materials from the ESOL (English for Speakers of Other Languages) resource collection at Central Media Services.

11. Shared information on multicultural events, workshops, seminars, and courses with the coordinator of Minority Student Services from Cecil Community College.

12. Selected textbooks and resource materials which support ETM via textbook review and curriculum committees.

13. Attended several conferences and reported information to the Steering Committee membership.

14. Discussed with the Supervisor of Human Resources the need for seeking and hiring more minority candidates for various positions within the school system.

CHARLES COUNTY PUBLIC SCHOOLS

Charles County Public Schools has a student population of 21,600 students with 27.9% African American plus other minority students. The staff ratio is comparable. A major disparity in the academic performance of minority students and that of other students has been noted through assessments including Scholastic Aptitude Test (SAT), Maryland School Performance and Assessment Program (MSPAP), and the Comprehensive Test of Basic Skills (CTBS). The school system has identified five major goals that will facilitate the implementation of the Education That Is Multicultural (ETM) Regulations and increase minority achievement. Those goals are:

1. To communicate the scope of ETM and the Five-Year Plan to students, parents, staff, and community members.
2. To identify curricula by content and grade that require the infusion of ETM to assist students in developing a knowledge base regarding various groups.
3. To identify, replicate or create professional development that assists students, staff, and community members in becoming more knowledgeable, more understanding, and more appreciative of cultural groups in the community, state, nation, and the world.
4. To identify the best research-based instructional practices for infusing ETM Pre-K to adult.
5. To identify and use criteria for selecting instructional resources that support curricula, instruction, and professional development for ETM.

In the school system's efforts to address student achievement, a Five-Year Plan has been developed that has three components: academic achievement, career readiness, and personal responsibility. Since cultural diversity is valued and appreciated by the system, the ETM Regulations are timely and are a natural infusion into the system's plan. With the recent reorganization, the superintendent has appointed an advisory committee of staff and community members to revise the ETM Five-Year Plan. As a result, 10 recommendations have been developed and are in the implementation stages. They are: minority recruitment, human relations training, parent training, updates on student performance, equality and equity issues, accelerated and enrichment programs, use of role models and the business community, intensive reading programs and summer reading academies, and a monitoring and evaluation system.

Charles County has developed a curriculum framework which has been matched with MSPAP. Model lessons have been developed wherein best instructional practices have been infused. Teachers in grades one through five, including special areas, have been trained in performance-based instruction. A graduate level human relations class is currently being piloted with principals and over the next three years will be a requirement for all system employees. Six other courses which address diversity are also available to staff. A complete revision of the plan is in progress.

DORCHESTER COUNTY PUBLIC SCHOOLS

Education That Is Multicultural
Initiatives and Activities Implemented
1997 - 1998 School Year

I. CURRICULUM

- Revised curriculum approved by Education That Is Multicultural (ETM) Council (Curriculum Coordination Council)
- Elementary - Math, Middle - Math, High - Art, English, World Perspectives
- General and Applied Math, Biology, AP European History
- Core Knowledge Curriculum reviewed for ETM infusion

II. INSTRUCTION

Continued analysis of disaggregated MSPAP results. Instructional strategies keyed to diverse learning modalities.

III. STAFF DEVELOPMENT

Staff Development conducted for key school and Central Office staff based upon curriculum revisions and diverse learning modalities and Core Knowledge Curriculum.

IV. INSTRUCTIONAL RESOURCES

- Core Knowledge
- Curriculum Textbooks: High School English/Language Arts

V. OTHER

Major Initiatives or Activities Planned

I. Curriculum revisions and development in concert with the Dorchester County ETM Council

II. Continue analysis of MSPAP results and key instruction accordingly

III. Continue inservices for selected staff based upon curriculum revisions and continue staff development program using volunteer community and contracted consultants

FREDERICK COUNTY PUBLIC SCHOOLS

Frederick County Public Schools' Five-year Action Plan for Education That Is Multicultural (ETM) was developed after soliciting input from the Superintendent's Committee for Education That Is Multicultural and representation from teachers, school and central office administrators, students, parents, and the community. Our local board approved the plan which consists of five segments, including objectives, activities, etc., that support the MSDE Regulations. Our plan includes each of the components required by the regulations: curriculum, instruction, staff development, and instructional resources as well as the match up to our system goals, current initiatives, and evidence of need. The intent is to show our stakeholders where we are now, and where we hope to be at the end of the designated period, and how each entity can be accomplished within FIVE-YEARs. As time progresses, modifications may occur if the need becomes apparent, however. The plan consists of a viable and effective multicultural program and clearly indicates the role that each stakeholder must play if success is to be realized.

The rest of this report will focus on a few accomplishments and upcoming activities in each of the components of the Regulations. Two accomplishments under curriculum include day-long inservices for elementary social studies teachers and incorporating EMC goals in the secondary English curriculum goals, novel lists, and CRES assessments. Under instruction, we continuously provide course work opportunities for our staff members, such as ETM, Cooperative Learning, Multiple Intelligences, and Dimensions of Learning. Under staff development, we have inserviced school staffs, administrative and other central office staff, and bus drivers. We have produced and distributed a video, *Diversity Is Our Strength*, and an accompanying brochure. Faculty meeting topics have included gender equity, curricular infusion, diversity awareness, the MSDE Regulations, and cross-cultural communication, as well as A World of Difference workshop presentations. Administrators and other central office staff recently attended meetings on equity with the superintendent and consultant, Dr. Ann Bouie. As for instructional resources, we have developed and distributed cultural diversity posters to various FCPS sites, continue to preview and select ETM videos for the IMC/Media Services, and plan to produce and distribute resource binders which will include lesson plans.

We have held a Character Counts Parade and had our 11th annual Dr. MLK, Jr. Celebration. To keep touch with the ETM contact in each school, a workshop is being planned for them in the spring.

Our school system has made, and will continue to make, strides in the area of Education That Is Multicultural. Human Services continues to focus on recruiting and retaining minority teachers and male teachers at the elementary level. Guidance continues to promote the Victimization Reporting Procedures with its zero tolerance policy for any form of prejudicial treatment of students or staff. We continue to look at our school improvement data to examine those areas, especially the disparity in student achievement, that must be addressed. That is the new major focus of our current Committee for Education That Is Multicultural.

GARRETT COUNTY PUBLIC SCHOOLS

Curriculum - The Garrett County Public School System has a five-year cycle of curriculum review. We have integrated appropriate multicultural elements into all major academic content. We will continue this integration, as we continue working in other curricular areas. The ***Selection of Text/Media Policy*** was revised, and, in the process, was made compatible with COMAR 13A.04.05, the Maryland Education That Is Multicultural (ETM) Regulations.

Instruction - The GCPS instructional staff continues to emphasize *Dimensions of Learning* as a framework for unit and lesson development. Administrators have been trained to "look for" indicators of use of *Dimensions* as they formally and informally observe teachers as part of our evaluative process.

While we are pleased with the progress all students are making as measured by MSPAP and CTBS-5, we realize that our scores still indicate discrepancies when considering female-male and socio-economic status. The indicators of achievement for *The Goals of the Garrett County Board of Education* set standards for numbers and percentages of students who must meet achievement levels and require that student achievement data be disaggregated by gender. Once we have the electronic capabilities, we anticipate the disaggregation of data by socio-economic levels also.

Staff Development - All schools have had awareness training in the ETM Regulations. During our staff development days, instructional staff have had, and will continue to have, opportunities to discover how to infuse multicultural activities into their classrooms and lesson plans. All of our instruction staff development efforts are geared toward providing teachers with a broad array of strategies and skills so that teachers can meet the instructional needs of individual students. Much of our training opportunities have focused on improving instruction through Dimensions of Learning. We have stressed reading strategies, hands-on and/or event-based strategies in science and mathematics, writing across the curriculum, using performance and assessment tasks in all curricular areas, developing and using scoring rubics in all curricular areas, developing and using portfolios (especially in writing), and integrating multiple intelligence strategies into lesson plans. In addition, we are training our teachers to train the students to evaluate their own work.

Other - We are encouraged that our efforts appear to be heading in the right direction. This is based on the fact that when the CTBS-5 data is dissaggregated into five groups - highest scoring, high scoring, average scoring, lower scoring, and lowest scoring, all groups scored at, above, or significantly above the corresponding group nationally in all areas tested.

Our Student Discipline Policy now addresses sexual harassment and discrimination. Along this line, we continue to refine and extend our STAR (Students Taking Active Responsibility) Program, which is a school-specific discipline/behavior management plan.

HARFORD COUNTY PUBLIC SCHOOLS

Harford County Public Schools (HCPS) Education That Is Multicultural (ETM) Five-Year Plan delineates the goals of the MSDE Regulations and identifies strategies to meet each goal. During the first year, the objective for each goal is to create an awareness. The second year strategies are designed to increase the awareness level. By the third and fourth years, all staff members will have acquired and refined the skills needed to implement ETM in all four MSDE goals areas: instruction, curriculum, resources, and staff development. By the year 2000, ETM will have become institutionalized and part of the appraisal process. HCPS is a continuous quality improvement organization; it is data driven. The plan is based on an extensive needs assessment which includes MSPAP scores and indicators, staff ratios, and progress reports from each of the curriculum offices. The evolving needs assessment will also include the results of the Multicultural Needs Assessment Surveys which was conducted during the second year of the plan, as a means to monitor growth and to identify further needs for study, both at the county level and by individual schools. The total school community participated in the surveys, and the plan was written by a broad-based committee which included school, community, and parent representation. The initial focus of our plan and activities was on staff development.

National speakers have addressed all instructional staff and training is ongoing. An additional national expert addressed all special educators and guidance personnel. Schools have begun a series of training sessions on the topics delineated in the Regulation. A Learning Styles Manual has been developed, and training modules will be developed. A trainer of trainers model is being established, and a training module for "Dealing With Linguistic Differences" is being used by a cadre of trainers. MSDE conducted training in "Equity in Hiring Practices" for all administrative and supervisory staff.

Framework teams have been established to study the disproportionate suspension rate of African American males and the issue of equity as it relates to funding. Design teams are now underway. ETM is linked to student achievement. Schools with low MSPAP scores have been targeted for training. Schools were instructed to include ETM in their school improvement plans. Some schools identified ETM as a focus area, and they are involved in ongoing activities. The Harford Equity Leadership Conference is held each year. This state model identifies and trains student leaders from each secondary school in equity issues and empowers them to implement a plan in their schools. A community-based ad hoc committee has been formed to provide additional input to the plan and activities. The Superintendent co-chairs the committee and has made the Office of Equity and Cultural Diversity part of his Cabinet. Additional funding has been requested to increase the system's efforts in the area of ETM.

HOWARD COUNTY PUBLIC SCHOOLS

It is the mission of the Howard County Public School System to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world. In the summer of 1994, the Howard County Public School System embarked on a strategic planning process called BEYOND THE YEAR (BTY) 2000. The BTY 2000 process was designed to provide all stakeholders with an opportunity to engage in substantive discussion about education and to have a role in determining the future direction of the public schools. The resulting BTY 2000 Strategic Plan clearly articulates what we are about as a school system. It sets high expectations, involves all stakeholders, and measures progress toward the accomplishment of our shared mission and mutual goals at both the school and district levels in terms of both academic achievement and customer satisfaction. The BTY 2000 Strategic Plan supports *Education That Is Multicultural* in that it prepares students to live, learn, interact, work, and participate productively in a culturally pluralistic society. Student achievement is promoted through policies and practices that recognize the rights and responsibilities of all to value the diversity and commonality of students, staff, and communities. Curriculum and instruction is provided that enables students to demonstrate an understanding and appreciation of the contributions of numerous ethnic and cultural groups. Respect for individuals, regardless of factors such as race, religion, national origin, gender, sexual orientation, and disability, is fostered in all programs and practices. Finally, the school system is working rigorously to ensure that academic achievement data is free of patterns associated with gender, ethnicity, learning styles, and socioeconomic status.

Prior to the ETM regulation, the Board of Education of HCPSS adopted a policy stating that "instructional materials must foster the inclusion of all voices within a global society." Since 1994, all curriculum guides include a statement on *Education That Is Multicultural*. In selected curriculum areas, visible contributions of racial, ethnic, and cultural groups and access to different cultural view points of historic events and situations are represented. A document, "Guidelines for Multicultural Speakers and Presentations," has been developed and supplemental human relations programs, resources, and/or consultants are reviewed by the school-based administrators and the Office of Human Relations. The Office of Human Relations has also developed on-going assessment procedures for use with instructional programming designed to facilitate the elimination of prejudice and discrimination, support the teaching of skills for living in a multicultural society, and assist students and staff in demonstrating interpersonal and intergroup sensitivity. The Office is supported by the Multicultural Resource Center, created in 1994/95, which serves as a clearinghouse for multicultural and human relations resources and materials. District-wide and school-based training is conducted to assist staff with the basic skills and understanding needed to foster interpersonal and intergroup sensitivity, understanding, and communication. Recognizing that not all students are fully aware of the impact of their behavior, "Signal Incidents" were identified as occurring whenever students use ethnicity, race, religion, socioeconomic status, gender, sexual orientation, or disability as a basis for negative interaction. Finally, the Office of Academic Support was created in 1996/97 to provide strategic support for parents, administrators, teachers, and staff who are engaged in addressing the achievement needs of students who are not experiencing success within the Howard County Public School System.

KENT COUNTY PUBLIC SCHOOLS

Kent County Public Schools has included in its mission statement promoting recognition and respect for diversity and multiculturalism. The goal for our school system is to develop an understanding and appreciation of other cultures and cultural groups in our society including their contributions to our society at large.

Our objectives are: 1) to infuse Education That Is Multicultural (ETM) into the essential curriculum; 2) to include instructional materials free from stereotypical views and biases; 3) to provide staff development that encourages teachers to appreciate and value the cultural and historical contributions of diverse cultural groups and include such understanding in their teaching strategies via *Dimensions of Learning;* and 4) to encourage and require school improvement teams to annually develop goals, strategies, milestones and evaluations for academic intervention identified through disaggregated standardized assessment data.

To date, we have accomplished our objectives to infuse ETM in the school system's essential curriculum. Information and activities about all cultural groups found within our community have been included in the major content areas of math, social studies, and language arts. A system inservice on Education That Is Multicultural is planned for the summer of 1998. It is planned for a staff development inservice to give clarity in the kinds of information to include when developing curriculum. Through in-house development, Kent County Public Schools has selected materials that are free from stereotypical views and biases while maintaining essential curriculum standards. As part of the essential curriculum, staff development needs will focus on Dimensions of Learning as a strategic tool that encourages teachers to appreciate and value the contributions of diverse cultural groups. School improvement team have studied disaggregated assessment data and based on the results have already begun to meet additional academic needs such as recruitment for the EEEP program for Hispanic students and the other extended day programs. In all of our schools there continue to be activities centered around the recognition of all diverse cultural groups through displays and special programs.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Montgomery County Public Schools (MCPS) is deeply committed to the principle and practice of Education That Is Multicultural, and to improving teaching, learning, and the delivery of support services to ensure success for every student. The MCPS action plan for Education That Is Multicultural (ETM) draws parallels between the state regulation and Success For Every Student (SES), the school system's strategic plan that defines outcomes, goals, strategies, and tasks that promote the achievement of low to average-achieving African American, American Indian, Asian American, and Hispanic students and students with limited English proficiency and special needs. Montgomery County Public Schools has undertaken a process of continuous improvement that targets specific resources to produce desired key results, aligning the organization of our school system toward the common goals of ETM and SES.

A major focus is development of curricula that teaches students an appreciation and respect for cultural diversity. Curriculum documents are being expanded to reflect the many perspectives and contributions of our multicultural society. All new and revised curricula and accompanying instructional materials must demonstrate multicultural perspectives in order to be recommended for approval by the superintendent and Board of Education. In addition, instructional guides must include accommodations for physically challenged, special needs, and ESOL/Bilingual students to ensure equal access to instruction.

Special attention is focused on increasing the participation of traditionally underrepresented students in advanced level and gifted and talented programs. Recent data indicates that all racial/ethnic groups have made long-term gains in participation in honors and advanced courses in high school. The increases in honors and advanced course participation are showing up in the higher number of students taking the College Board Advanced Placement Tests. Enhanced parent outreach and training along with an expanded gifted and talented identification process is resulting in increases in the percentage of traditionally underrepresented students.

Another systemic effort is on equipping, training, and expecting all instructional staff to use a wide repertoire of instructional strategies and the full range of available technology to respond appropriately to diverse student needs. Particular focus is on the use of flexible instructional grouping to eliminate all practices that limit expectations and opportunities for student learning. Research-based strategies to improve student achievement are included in all curricular training. Strategies for differentiating the curriculum to address the diverse learning styles of our multicultural community are included in all staff development programs. In addition, a team of MCPS staff participated in the two-week Maryland State Department of Education training of trainers for Education That Is Multicultural and subsequently established a county inservice course. Human relations and gender equity liaisons in all schools receive training and resources.

Staff from the Office of Instruction and Program Development review all instructional materials and resources to ensure they meet the criteria set forth in the state regulation. A major initiative is underway to expand the number of multicultural titles in all curricula. In addition, cable television programming features African American, American Indian, Asian American and Hispanic participants in prominent roles, including leadership positions and nontraditional professional careers.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

I. Curriculum: Approved curriculum materials continue to reflect the tenets and guiding principles of Education That Is Multicultural (ETM) as delineated in the Five-Year Plan. All curriculum documents under Board approval procedures are inclusive of standards identified for Multicultural Education in Prince George's County Public Schools.

II. Instruction: All schools include goals and objectives related to ETM within their school improvement plan. The Equity Specialist provides schools with information, materials, and tools to support the formulation and implementation of these plans.

III. Staff Development: The Staff Development Department incorporates ETM into its Long-Range Comprehensive Plan by directly responding to the school system priority goal for Multicultural Education. There is an increase in graduate level courses, as well as SAW-ME offerings, in the area of Multicultural Education.

IV. Instructional Resources: An ETM Materials Checklist is in use as a guide for the selection, review, and acquisition of multicultural instructional and resource materials. The checklist was developed with criteria that are aligned with the five COMAR ETM goals.

V. Systemic: The Multicultural, Human Relations, Title IX, Indian Education, and Youth Development Programs have been restructured, under the auspices of the Equity Assurance Office.

Education That Is Multicultural continues to play a key role in curriculum development and instruction. Staff development opportunities have been greatly expanded to include course offerings in areas such as African American History, Culture and Contemporary Issues in Education; Women's History From a Multicultural Perspective; and Instructional Strategies That Reflect and Support a Multicultural Perspective.

Prince George's County Public Schools has continued to energize its ETM efforts through the creation of an Equity Advisory Board, the adoption of an Equity Resolution by the Board of Education, and the circulation of a quarterly newsletter, "Equity in the Schools." Collectively, these initiatives serve as the underpinnings of a dynamic program that continues to guide our systems approach to ETM in Prince George's County Public Schools.

QUEEN ANNE'S COUNTY PUBLIC SCHOOLS

A bare bones five-year plan was developed two years ago by a broad-based committee of teachers, administrators, students, and community representatives. The plan was developed based on the state ETM Regulations and also utilized the data from the community and school system equity survey. The plan included each of the elements required by the Regulations; curriculum, instruction, staff development, instructional resources, and personnel roles and responsibilities. The initial plan dealt primarily with awareness of the Regulation, staff development and some basic curriculum issues. Much was done to expand the curriculum resources and meet the training needs of teachers. Additionally, the policy manual now has clear, non-discriminatory policies, including reporting procedures and zero tolerance for any form of prejudicial treatment of students or staff. This year the emphasis has been on increasing the academic achievement of students. The committee has been reassembled to define the actual objectives, strategies and activities needed to accomplish that goal. During the review of the plan the state evaluation form was utilized. That review process helped us identify those areas in which we had done well, and those areas where we needed to provide more direction. Although we recognized many accomplishments during this review, we were also aware that we had a number of areas on which we need to focus.

In preparation for the plan evaluation, information collected from schools and from departments from within the school system reflected many accomplishments we had achieved. Due to the parameters for this report, we will only highlight one accomplishment under each of the categories specified in the Regulations. Under curriculum, we have provided curriculum and instruction supervisors with information on the intent of our five-year plan and on how to ensure there is wide representation of the contributions of diverse groups of individuals in all of the programs they developed. We now have a textbook evaluation form that forces us to review the books being considered for use, as they relate to a variety of elements, including gender and race equity. It is easy to see the outcome of this when you visit our schools. There you see displays that support the curriculum and reflect a wide variety of gender, cultural, and ethnic groups. In the area of instruction, we have focused on how to differentiate the instructional strategies and materials we use based on the identified needs of our individual students. In the area of staff development more than 75% of our elementary and middle school staff have been trained in the Dimensions of Learning and in dealing with the different learning styles of students within their classrooms. There has been a focus on recruiting and retaining minority teachers and male teachers in the elementary and secondary schools. And finally, our policy manual has clear non-discriminatory policies including reporting procedures and zero tolerance for any form of prejudicial treatment for staff and students. Even though we recognize we have a number of accomplishments, we realize there is still a lot of work to do, but it is accomplishable.

SAINT MARY'S COUNTY PUBLIC SCHOOLS

Summary of Five-Year Plan **1997-1998 Progress**

Curriculum

Conduct a curriculum review to identify multicultural components and develop curriculum which enables students to understand and appreciate diverse groups of people.	Developed third grade Ghana and sixth grade South America units that meet system guidelines.

Instruction

Develop a list of instructional guidelines and include recommendations in school improvement plans to support education that is multicultural.	Adopted outcomes, by working through the school improvement team, at each school site for inclusion in the school improvement plan.

Instructional Resources

Revise guidelines for the selection of instructional resources to meet the education that is multicultural regulation and for use by textbook selection committees.	Followed revised guidelines for the selection of elementary school science textbooks.

Staff Development

Provide staff development for school system personnel that supports and implements the education that is multicultural guidelines.	Provide staff development sessions at systemwide conference and at individual school sites.

Climate

Provide opportunities for students and parents to develop an awareness of the education that is multicultural regulations.	Provided community presentations on multicultural regulations.

SOMERSET COUNTY PUBLIC SCHOOLS

We recognize that we have a high percentage of children living in poverty and children with special needs. We are extremely proud of our students, teachers, support staff, administrators and supervisors who have focused their efforts on school improvement and academic achievement. We are pleased that we met seven of the twelve standards in 1997. We will continue to emphasize school improvement and staff development in order to achieve all of the state standards.

Although the instructional program in the county has changed considerably, a need exists to help youth develop an understanding and appreciation of all ethnic and cultural groups. The School Improvement Team at Washington High School recognizes the need for understanding different cultures and lifestyles in conflict resolution, and the importance of infusing multicultural concepts in the instructional program. Crisfield High School has implemented education that is multicultural in all instructional areas. The various curricula have infused multicultural concepts. A multicultural education class has been started this year to increase the awareness of different cultures and lifestyles.

The teacher is the key person in implementing a multicultural education program. Every teacher has the responsibility to develop multicultural concepts in his/her teaching area. A need exists to train elementary, middle and secondary teachers in this area of instruction. Teacher attitudes and relationships with students are important for education that is multicultural. Sufficient quantities of instructional materials must be made available to teachers. It is highly recommended that a budget to purchase materials be a part of the instructional budget for the schools at all levels.

We feel that our five-year Plan addresses the **Education That Is Multicultural Regulations** and the immediate needs of our system. Each goal spans the five-year period with emphasis on curriculum development, format, and staff development. The **Education That Is Multicultural Plan** will be driven by the instructional program. We will continue to work on activities and strategies to fully implement the Regulations.

The status of implementation of the Five-Year Plan to date includes:

- Meetings were conducted to familiarize the public with multicultural emphasis in the system.
- School Improvement Teams revised their plans to include multicultural emphasis.
- Science and social studies curricula have been revised, and a multicultural strand has been included in the revision.
- Grades K-5 reading instruction has multicultural perspectives. Children develop an understanding of the interdependence of people and the value of helping others.
- A new Macmillian McGraw-Hill reading series for grades K-5 has been purchased with multicultural emphasis.
- Staff training in the use of the new reading series, *"Spotlight on Literacy,"* was conducted with emphasis on the multicultural strand.

TALBOT COUNTY PUBLIC SCHOOLS

In January of 1990, the Equal Opportunity Office (presently, the Equity Assurance and Compliance Branch) of the Maryland State Department of Education conducted a race equity review of the Talbot County Public Schools (TCPS). The goal was to conduct an objective review of minority students and staff. Following the review, an Equity Committee was formed to draft a plan. In 1994, the Equity Committee was reorganized as the Talbot County Multicultural Task Force to conduct a needs assessment and develop the Five-Year Plan for Education That Is Multicultural. This plan includes fifteen objectives that focus on the following areas:

1. Personnel
2. Curriculum
3. Instruction
4. Staff Development
5. Instructional Resources

TCPS has taken the initiative to adopt policies that reflect cultural differences for areas of curriculum, suspension procedures, and the use of the instructional process. A study is now in progress that hopefully will lead to less ability grouping at Easton Middle School.

Progress has been made in each area of our plan. However, we would like to incorporate more goals/objectives that would directly address student achievement. We have already started by forming a TCPS Equity Advocate Program and participating in the Maryland MESA (Mathematics, Engineering and Science Achievement) program. Each school improvement plan has become more focused on academic achievement through their review of disaggregated data. This focus should result in deliberate change to address the achievement of minority students. The county has been extremely successful with minority recruitment with more than 23% of the positions being filled by minority applicants. All of these initiatives have made a direct impact on instruction and need to be updated yearly to maintain focus on the Multicultural Regulations.

WASHINGTON COUNTY PUBLIC SCHOOLS

The essential learning core on which the Washington County curriculum is based contains the foundation for education that is multicultural (ETM) in the following curriculum outcome; students will become responsible citizens in their local, national, and global communities. The narrative under the outcome states, "To exercise their duties as citizens in a democratic society and as members of a global community, students must know their historical and ethnic heritage and explore multiple perspectives and divergent points of view on local, national, and international issues."

In 1994, the Washington County Board of Education assembled a task force comprised of representatives from the educational, business and local communities, to developed a five-year plan for providing students a multicultural education. The plan was developed according to the guidelines of the Education That Is Multicultural regulation, COMAR 13A.04.05 and recommended the James A. Banks four stage model. The five-year plan, developed in 1995, includes a timeline for achieving the four stages of multicultural education as well as recommendations to facilitate the process. Upon completion, extensive presentations of the five-year plan were made to members of the school system, the community, and the county's elected Board of Education.

To date, all of the eleven recommendations outlined in the five-year plan have been addressed and are in various stages of implementation. An ETM brochure and video have been developed and viewed by county teachers, administrators, and support staff. A copy of the video has been placed in each school. A local multicultural education advisory committee meets regularly to monitor county and school progress. Curriculum and media specialists review the curriculum and purchase instructional materials to comply with ETM. The county supports an active ESOL program. The school system strives to recruit staff from diverse populations. County initiatives such as a focus on staff development in the Dimensions of Learning, the inclusion of special needs students in the regular education classroom, and the recent formation of a strategic planning committee to identify and address equity issues, support multicultural education. An MSDE accredited multicultural education course was developed in 1997 and is in its second year as a summer course offering for teachers, K-12. County progress toward providing education that is multicultural was presented to the elected Board of Education in October, 1997. The televised Board meeting allowed the local community access to the presentation.

Individual Washington County teachers and administrators incorporate more multicultural education strategies into classroom instruction and school wide activities, as they seek to fulfill their responsibility for meeting the academic, social, and emotional needs of a more diverse student population.

WICOMICO COUNTY PUBLIC SCHOOLS

This document summarizes each of the four areas addressed in the Wicomico County Multicultural Education Plan; curriculum, instruction, instructional resources, and staff development. The summary concludes with a general summary statement.

Wicomico County, through the development of curriculum guides and the selection of textbooks in all subject areas, has focused on the appropriate infusion of multicultural education in new or revised curriculum guides and newly selected textbooks. This strategy is being utilized to ensure that omissions and misrepresentations of various cultures are corrected, and students are given opportunities to demonstrate an understanding, awareness and respect for their own heritage, the uniqueness of cultures other than their own, and the individual differences within various cultural groups. The county curriculum council serves as a review committee to ensure that each curriculum area adheres to the county's "Education That is Multicultural" curriculum goal.

An on-going prekindergarten through Grade 12 program has been established to provide continuous teacher training in instructional strategies and techniques. The goal of the teacher training is to enhance teacher effectiveness when instructing diverse student populations. For example, teachers of Grade K-6 have received training in how-to-write multicultural lesson plans in all subjects. During subject area meetings and grade-level inservices, teachers also learn and share strategies and techniques to improve their effectiveness.

The quality of all teacher training programs are monitored regularly to ensure maximum effectiveness. There is, however, an on-going struggle to ensure that all students have access to equally rigorous academic content and instruction regardless of cultural background.

Instructional resources are being purchased at both the county and school levels to assist students in obtaining an understanding of, and an appreciation for, various cultures. School-based committees and a county-media committee oversee the selection and purchasing of multicultural materials.

Staff development experiences have been provided to prepare school-system personnel to design, manage, implement, and evaluate multicultural education. These staff development experiences have made a very positive impact on approximately fifty percent of teachers and only an awareness impact on other teachers. The county is still seeking ways to impact those who are resistant to the infusion of multicultural education in their classrooms.

Wicomico County still has the most difficult tasks ahead of us. We have made most teachers cognitively aware of the need for education that is multicultural, but we have not been as successful in persuading staff to explore their attitudes and feelings about their own as well as other cultural identities.

WORCESTER COUNTY PUBLIC SCHOOLS

Overview of the FIVE-YEAR Plan

"Excellence in Education" is the primary focus of our Five-Year Plan in Education That Is Multicultural in the Worcester County Public School System. At the core of this focus is a process through which our students experience equal and just opportunities to learn, to interact, and to grow in a supportive educational environment. In this context, our Five-Year Plan gives special attention to curricula, teaching concepts and practices, and the attitudes, perceptions, and behaviors of all those who interact with students daily in our school environment. Additionally, our Plan serves as a framework to guide our School Improvement Teams in the implementation of the following goals:

- **Curriculum** - To refine curricular offerings to ensure all students opportunities to engage in educational experiences that are multicultural in perspective.
- **Instruction** - To provide instructional practices and methodologies which engage all students in rigorous and challenging educational experiences.
- **Resources** - To update textbooks and supplemental resource materials to.
- **Staff Development** - To provide on-going staff development for all educational staff in multicultural initiatives.

Summary of Progress

Currently, we are achieving the goals that we have established in our Five-Year Plan. Following is a brief summary of some major strategic and systemic initiatives:

- Included in all School Improvement Plans are goals and objectives which support education that is multicultural and our Five-Year Plan.
- School staffs are engaged in analyses of their MSPAP disaggregated data and other information relevant to student performance. School Improvement Teams are using the results to develop and implement action plans to address students' needs.
- Our school system sought and received for two consecutive years Goals 2000 funding to increase the performance of low-achieving students.
- The standards for excellence in teaching are being reviewed. The Worcester County Performance Criteria for Teachers framework has been revised and aligned with the thinking skills framework, Dimensions of Learning.
- As the K-12 curriculum is refined, a multicultural perspective is fully integrated to promote understanding of and appreciation for diversity.
- Prior to the selection of textbooks and primary supplemental resources for instruction, teams of teachers and the content area supervisor review the material to ensure a multicultural perspective.
- A systemwide student advisement program is underway to link K-12 students with special needs to peers, teachers, and community representatives who serve as mentors.
- Preservice and inservice training opportunities provided to support education that is multicultural goals include cooperative learning, multiple intelligences, student learning styles, Dimensions of Learning, and differentiated instruction.
- A minority recruitment committee has been formed to actively seek people of color as well as people from diverse backgrounds for teaching positions in our system.

Maryland State Department of
EDUCATION